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ABSTRACT

This planning handbook is designed to help library staff and volunteers organize, implement, and manage a Read-to-Me-Club for pre-reading or read-to-me patrons, and those parents, family members, and caregivers who care for, work with, and read to pre-readers. Nine chapters provide: (1) an explanation and description of a read-to-me program; (2) a rationale for a read-to-me program in a reading environment; (3) program goals with sample objectives and activities; (4) a discussion of programming for the read-to-me group with their parents, family members, or caregivers, with the focus on the child; (5) a discussion of programming, with the focus on the family; (6) guidelines and checklists for planning by library staff members; (7) suggestions for finding and keeping the audience; (8) a guide to scheduling the program; and (9) guidelines and sample brochures for explaining the program to parents. Although it can be used independently of "A Librarian's Planning Handbook for the Texas Reading Club," this guide is organized to be used in conjunction with the handbook as well, as a source of ideas for programming techniques; titles of materials and ideas from selected books; ideas for different types of publicity and forms to fill in for publicity releases and brochures; and a calendar to compare and supplement the Read-to-Me Calendar. A 60-item bibliography is provided. The appendix contains blank forms for use in planning for and managing the club and for registering members. (CGD)

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A LIBRARIAN'S

PLANNING HANDBOOK

for a

READ-TO-ME CLUB

by

Julie Todaro-Cagle, Ph.D.

Julie Beth Todaro, Inc.

with illustrations by Evan Cagle

LIBRARY DEVELOPMENT DIVISION

Texas State Library

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Julie Todaro-Cagle has been involved with children, juvenile services and education, and children's and young adult literature in a number of different ways since the mid-60's. These various ways include: supervising kindergarten, 1st and 2nd grader summer playschool activities; undergraduate education and student teaching with junior high and high school level students; K-12 school library certification and practicum; a Master's in Library Science with emphasis on public library services; seven years of work as a children's librarian; five years of work as a professional puppeteer, children's entertainer, and book reviewer; doctoral work that included the study of children's literature and children's and young adult services in school and public libraries; five years graduate and doctoral level full-time teaching that included supervision of children's librarians' practicums and course work in public library and children's and young adult services; and three years of part-time teaching that includes children's literature and public library services. Professional work in children's literature and services also includes membership in numerous American Library Association, Texas Library Association and Michigan Library Association Committees including ALA's Newbery and Caldecott Committee. Currently working full time in a community college library, Dr. Todaro-Cagle's part-time business allows her to research and publish in a variety of areas.

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Preface

The Texas State Library is committed to creating a state of "readers of all ages." To encourage children and their parents to read, the State Library sponsors, in cooperation with local libraries, the Texas Reading Club. The Reading Club offers a structured program with a variety of literature related storytimes, puppet shows, films and other events. The management of this structured program, outlined in A Librarian's Planning Handbook for the Texas Reading Club, is supplemented annually with A Program Guide for the Texas Reading Club. The Program Guide explains the Reading Club theme chosen each year by the State Library and gives theme-related program ideas as well as lists of activities, crafts, print and audiovisual materials.

Many librarians would like to provide a Reading Club which includes not only reading patrons, but pre-reading or read-to-me patrons and those parents, family members and caregivers that care for, work with and read to them.

To help library staff and volunteers organize, implement and manage a Read-to-Me Club, the Texas State Library offers this planning handbook. This handbook or guide is designed to give interested library staff and/or volunteers information specifically on this group of patrons as well as information on the type of library service appropriate to this patron. Although this planning handbook works independently of the Planning Handbook for the Texas Reading Club, the Reader handbook can be used with this guide in several different ways. Specifically Read-to-Me club designers should look to the reading club handbook to get ideas for programming techniques on page 4; titles of materials and ideas for activities from those books listed on page 9; ideas for different types of publicity and forms to fill in for publicity releases and brochures; and a calendar to compare and supplement the Read-to-Me calendar on pages 63-65.

Although working with this patron group may not be a new or unique idea in libraries, the establishment of all or even a portion of this structured Read-to-Me program in many or all Texas libraries can contribute to the State Library's goal of creating a "state of readers."

I. What is a Read-to-Me Program?

I will never forget some of my most enjoyable experiences as a children's librarian...all while working with children under five years of age. I still do not know exactly how I got involved with this age group, but I do remember two key experiences that describe my first typical programs and, delightfully, my typical patrons.

Every Tuesday morning less than ten two and three year olds came with their parent or caregiver to my story area in the children's section. They walked in, quietly at first, holding hands and a little shy. They played quietly or looked at books that I had displayed for them on a special low table, then gathered around me, all of us on the floor, children in adults laps or very nearby...for our weekly activity time.

We learned all sorts of things in those activity times. Usually I'd hand out at the beginning of a season, a list of all of those things that we were going to talk or learn about..and in the order we were going to learn them with all dates, times and days. Named by "Toddler Read-to-Me's" I would list for adults our concepts that we would cover, like the body and then clothes and then those things that we could do with our body, like stretch, squat, twist...counting with our fingers....

Each day I would hand out name tags during our pre-activity period while greeting each child. Then we would spend 30 minutes or less in the actual activity time, but I would make every effort to spend as much time as possible with these group members from the minute they came in, until they left....after checking out materials that we had picked out together after the activity time. In addition to materials for the children, I displayed and encouraged checkout of parenting or childcare materials, or materials on nutrition for children or books on activities that could be done with the children while away from the library. Included with these print materials for adults were specific activity sheets designed for the adults by me.....if we had done "fasteners" for clothes that day, then the sheets would include..."finding buttons on clothes at home." In addition to review activities, children and adults would be asked to help out for next week...if we were going to be doing shoes..they would be asked to wear their favorite pair of shoes or to bring another pair of shoes.

During our activity times, I remember always doing several things:

- I always had lots of books around...making sure that (if we were doing hands) I had pictures of hands, photographs of hands, different sizes of hands, and different colors of hands (used for examples for hands for babies rather than brown or black hands).
- I always called the children and the adults by name and tried to work with each individually, as well as a group, slowly trying longer attention spans, repeating special words for emphasis, teaching sharing and right hand from left hand, while passing shoes around or talking about hands..."let's share our shoes and pass them around... Debbie, you begin and help your mother pass your favorite shoe to Sam on your left."

- I would try to close with something special...if we'd done shoes, I'd put a small blue sticky dot (less than a dollar for a role of 100) on the shoes that they were wearing.... if we were doing legs, I'd put a dot on a knee and put bug's feelers with legs coming out of it....just a little something to make them remember their visit throughout the day...and to make them want to come back.

Although I hope to remember many of the children and the adults, two situations stick out in my mind.

Victoria was a wonderful 2 and 1/2 year old. She, along with her mother (and sometimes her father), came to activity time faithfully for months. I felt challenged by her at first because she never talked to me. This challenged feeling turned into frustration as (literally) months wore on and Victoria would greet and speak quietly with other children, but would not speak to me. She also just barely participated in the activity times. Slowly, though, she began to bring me things from home that tied in with the program...red plastic cherries when we did the color red were handed to me shyly..her mother pushing her on, her face down and flushed with her hand up. Once handed over, she'd rush away...obviously relieved! No matter how hard I tried....it did not seem like I was getting through.

Shortly before I moved, Theodora came up to tell me how much Victoria had profited from the visits and how much she had blossomed in her personality. I am sure that my facial expression showed my surprise and disbelief. I told Theodora that I had assumed quite the contrary. Victoria's mother spent the next ten minutes laughing and explaining to me that almost from the beginning Victoria would rush home following activity times...and become me! She would dash into her room and recreate the activity time setting down to the last detail, usually with her dolls as the children and adults. When her father arrived she would repeat the activity time for him also, often making him sit with a doll in his lap. The perfect finishing touch to the story for me, however, was Victoria's mother explaining to me that Victoria had to wear earrings that were exactly like mine while she conducted her activity time. Unfortunately for her family, I was wearing large gold hoop earrings at the time!

Here, of course, was my perfect reward, modeling behavior, repeating information learned...the structure...the sharing...she taught me a lot about the enormous responsibility of a teacher.

My second memory involves Jeffrey, an active three year old. Jeffrey threw himself headlong (literally) into activities... so strongly, in fact, that I often wondered if all of his energy did not overshadow what we were learning that day. Not to worry though! One day, following our "clothes fasteners" activity time, Jeffrey chose to do his home activity in his own style...headlong. As he sighted his father coming into their door that evening, he yelled out his favorite fastener as he saw it on his father's clothes and headed right for it to demonstrate his ability to use it. Unfortunately for Jeffrey's dad, was the fact that the house was filled with guests for dinner and Jeffrey's favorite fastener was the zipper on his pants.

What a powerful tool teaching is...and what better subjects?! I found my patrons under five years of age, like sponges soaking up everything that I said...and then using some of it

then, some later and some probably much later in time. They learned from everyone and everything around them, they seemed to enjoy life, and if introduced to them, seemed to enjoy pictures and books and the library. The fact that I played a role in this learning, even though only a small role in their lives, excited me and it still does.

In looking back at what made those times "work" for me and, hopefully, my patrons, I think a combination of things stand out. These things included the fact that I learned about, planned for and advertised to a specific age group; I required that adults actually participate along with the children that they came with; I advertised to the adults living or working with these children in simple but informative brochures, devoid of too much cutsie information; I gave these children an "identity" at my library; and I gave them a special space in the children's area at least once a week, as well as a welcome feeling, and a way to find materials for them all of the time that we were open. There were always friends to visit at the library.

Following my September through May Read-to-Me activity times, I chose to advertise and "push" the service or concept year-round. I started my Read-to-Me club when I started my Summer Reading Club. Then, during the summer months I increased my activity times to two a week. I advertised it as a separate club, with a similar theme (if Readers were "space themes" then Read-to-Me's were "star" Read-to-Me's). Read-to-Me's had separate book logs, and "entered" books with the library staff and adults right there. Star Read-to-Me's had a cut out star placed on the window, with their name on it and a hole punch taken of "a bite out of the star" for every book they shared. When logs filled up, we stapled on more, but just one completed log entitled that Read-to-Me to a ticket to a special final event, designed just for them.

These patrons were a wonderful addition to my year long and summer activities! I used a few high school volunteers in the summer, but usually did it alone during the year. I even chose to do away with a tradtional storytime for older children on Tuesday mornings because I observed that most of those attending were really Read-to-Me's looking for something to do!

This handbook for Read-to-Me's is designed to: stimulate your interest in this age group as a separate patron group; provide you with samples and ideas; and give you other places to look to find out information and to get help. After you read the literature, however, you may decide to call your Read-to-Me's something else. Names or "labels" to choose from include pre-readers, new readers, early learners, beginning readers, toddlers, preschoolers and pre-kindergarteners. In addition, library staff members may choose to program and "name" by age level, thus having a program for "one's, two's, three's, and four's." Programming may also be designed for children below one year old and possible "names or labels" could be by months of age, such as three to six months, or for new mothers and their babies.

Whatever, the age, name, label or programming plan that you choose or design, my prediction is that you are going to enjoy this patron group more than you ever thought. Read On!

II. Why a Read-to-Me Program in a Reading Environment?

Libraries are for reading and studying and finding out information. Readers use the library. Libraries are also for exploring and learning and experiencing and sharing literature in a variety of formats, and in a variety of ways. Libraries are good places to become a reader.

Children from infancy up to six years of age come into the library with their parents, teachers, daycare or homecare caregivers. Programs for those children give librarians an opportunity to help them become readers. These activities are often called "pre-literary" or "pre-reading," but they are opportunities to help children develop a comfortable feeling about libraries and an excitement about language and books. The following summary statements are from the library literature concerning this service population and the current role of pre-reading or pre-literature sharing.

- Pre-reading activities help babies fully develop cognitive skills.
- Books prepare infants to understand that words as well as pictures represent action and objects.
- Babies whose parents talk, read and sing to them seem to have more fully developed language skills.
- Pre-reading activities help develop ideas of logic and structure as the event or story has a beginning, middle and end.
- Young children benefit in the socialization process from consistent, positive exposure to environments other than home or daycare environments.
- Young children benefit from recreational or fun activities by themselves as well as from those activities shared with other children, adults and family members.
- Consistent, repetitious pre-reading activities contribute to the establishment of positive habits and standardized routines.
- Positive activity times often provide models for positive behavior.
- The imagination as well as language development of young children can be developed and stimulated by pictures, sounds, colors, noises, stories, movements, music, and virtually all other sensory experiences.
- A greater percent of children below the age of five are in daycare or home care than ever before; in addition, many more are in home care than used to be, where a less structured existence may be present.
- Research is now showing that infants and toddlers are far more developed at early ages than was previously imagined...therefore, adults need to be even more aware of stimulating interests, and learning activities.
- Many more materials are now available for use with children under five years of age.
- Many more household objects have now been identified as learning objects for the young child.

- More in-depth research and identification of characteristics of the young child have created more knowledge of this patron...thus showing library staff new ways to use and apply library materials.
- The economics of affording babysitters and "new" toys and materials constantly has brought families to the library ...in search of a service...

These eleven "reasons" for provision of a library service for the service population are by no means all the reasons. They do, however, provide answers to "why?" when we're thinking of a new or expanded direction. These reasons may be used in justification or rationale statements for program planning; approval requests; grant proposals; publicity; or in development of the basic plan of the program.

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Additional information for providing justification or rationale for this service can be found in those materials listed in the bibliography under the section entitled Chapter II Why a Read-to-Me Program in a Reading Environment?

III. Program Goals, with Sample Objectives and Activities

The easiest way to get your program started is to list what you do. Basically that's what goals and objectives are, with goals being sentences or phrases that generally describe what you would like to do and objectives being those sentences or phrases that tell you more specifically what and then how you are going to do it. Activities are "laundry lists" of tasks that go with each objective.

There are no magical numbers of goals, objectives or activities that will help you create or run a program. General recommendations, however, include:

- If available, build on the libraries' goals or children's services goals already developed.
- If you are writing goals for the first time, use or build on those suggested here or locate sample goals from publications from the American Library Association or from articles or books from those in the field of public library or children's services. In other words, don't reinvent the wheel.
- More than ten goals might be excessive and unrealistic for your library or for your department.
- Keep your goals broad and use general words like "provide", "create" and "maintain" and do not use numbers, names of people or programs or any specific plans.
- Keep your objectives specific and use words and numbers like "increase by 10%, "investigate and decrease unnecessary programming by Summer 19--."
- Make activities very narrow and list as many as it takes to get the job done. Use numbers, names and use words like call, write, send, sort, weed, draw, mail, hand out and meet. Rather than thinking of goals, objectives and activities as continuous lists think of them in this way:

Goal				Goal	
Obj	Obj	Obj	Obj	Obj	Obj
act	act	act	act	act	act
act	act	act	act	act	act
act		act	act		act
act					
act					

In this process libraries should first adopt or adapt a mission statement or one overall directional statement. Sample statements, usually a paragraph long, can be found in the professional literature. These overall philosophy statements for the institution might be as simple as "The mission of the _____Public Library is to provide appropriate recreational, educational and informational resources for the citizens of _____."

A set of goals are then usually written for overall library services and then individual departments or services write parallel goals for their services. These goals might include these areas: Departmental Philosophy/Service; People; Resources; Programming; Management or Administration; Access; and Facilities. The sample goals listed following this introduction include in the objectives statements some of the more traditional areas that many people include in goals such as: budget; public relations and concerns for automation. The sample goals provided in this handbook are designed to be adapted to individual library needs and used permanently, while the objectives become those statements used, evaluated, and revised or updated annually.

Usually the first reaction to writing a library's or service area goals and objectives is to begin to list all of those things that you want to accomplish without sticking to goals already written or any sort of consistent outline. This process is actually a wonderful way to begin, because it gets on paper an overall direction and lists of concerns. These can then be turned into workable goals and objectives. This initial brainstorming list might include these items.

You want to:

- bring children of a specific age into the library;
- program and organize activities for children of this age already coming into the library;
- attract families with young children into the library;
- prepare lists of materials for young children;
- find other materials to buy for this age level;
- add toys, games and puzzles to your collection, appropriate to this age level;
- increase numbers of users of the library;
- check out more children's books;
- provide a special service;
- encourage pre-reading activities in the community;
- expand knowledge of staff and community awareness for this age level.

Keeping these wants in mind, read the following general and specific goals and objectives. You'll find all of the above items in the statements, just in different arrangements.

Sample Goals: Parenthesis indicate optional phrases or words

I. Departmental Philosophy/Service

To provide and maintain library services appropriate to the needs of the children (birth to 14 years of age), families with children and caregivers of children (in city, county, region, name of library, etc.)

II. People

To recruit, hire, train and retain library staff (and appropriate community members) to work with the diverse children's population, families with children and community caregivers.

III. Resources

To select, organize and maintain materials' collections appropriate in format, level and content to the children's services population.

IV. Programming

To design programming appropriate to the children's service population using staffing strengths and library resources.

V. Management or Administration

To organize, maintain, supervise and budget for operations and (or) resources and staff of those library services designed and made available to the children's service population.

VI. Access

To maximize access to children's library services for the service population.

VII. Facilities

To design, maintain and adapt, as necessary, a children's service area (and other areas of the library as appropriate) to the variety of resources, programming and population needs.

It is common for libraries to isolate one important element of the library that may need special or long range attention. This element may be lifted from one of the general goals and used for its own goal's statement. These special elements are more commonly in the areas of automation, budgeting, and public relations. Additional elements could include

concerns for literacy, special populations, cooperation between and among libraries, concern for local, state and federal legislative mandates or major building or remodeling plans. Administration may also wish a goal to center around what he or she thinks is the most important element in need of change in the library, such as reorganization, evaluating, or marketing.

Sample objectives with the goals appropriate to the Read-to-Me Club are as follows:

Goal I. Departmental Philosophy and Service
To provide and maintain library services appropriate to the needs of children (birth to 14 years of age), families with children and caregivers of children.

Obj 1 To investigate the appropriateness of a (pilot) (three month) service from June to August of 19--, for the pre-reading children's service population.

Obj 2 To increase use of children's services by 20% by Summer of 19-- by designing an overall service for the pre-reading population appropriate to the library, the children, their families, caregivers and the community by March 30th, 19--.

Goal II. People
To recruit, hire, train and retrain library staff (and appropriate community members) to work with the diverse children's population, families with children and community caregivers.

Obj 1 To assess and retrain if necessary current staff in the areas of working with children (birth to 5 years of age), their families, and community caregivers by May 30, 19--.

Obj 2 To recruit and train appropriate community members to assist in the service to pre-readers during the Summer 19-- by May 30, 19--.

Obj 3 To increase community involvement in the library's children's summer programming by 10% over Summer 19--.

Goal III. Resources
To select, organize and maintain materials' collections appropriate in format, level and content to the children's service population.

Obj 1 To review by March 30th materials in the children's and adult collections for their appropriateness to this service population.

Obj 2 To reorganize, if necessary, by May 30th, materials for this service population.

Obj 3 To determine gaps and compile lists of additional materials needed for ordering prior to April 5th.

Obj 4 To increase overall use of the children's collection by 20% by September 1, 19--.

Goal IV. Programming
To design programming appropriate to the children's service population using staff strengths and library resources.

Obj 1 Using information gathered on this patron group and on staff available, plan programs appropriate to ages and staff by April 15th.

Obj 2 Using materials gathered in-house and those ordered and expected prior to May 30th, design displays and bibliographies for this service population by May 1st.

Obj 3 Increase numbers of programs offered and those attending programs by 9% over last year by September of next year.

Goal V. Management and Administration
To organize, maintain, supervise and budget for operations and resources and staff of those library services designed and made available to the children's service population.

Obj 1 Given an approved service plan for this population, outline overall design of a program by April 15th.

Obj 2 Design, produce and complete all forms, brochures and guides necessary for this service by April 30th.

Obj 3 Outline all budget needs by March 15th for all areas of the Read-to-Me Service.

Obj 4 Design and produce evaluation tools based on approved plan of service by May 1st.

Obj 5 Design a staffing plan or responsibilities list for all library staff and community volunteer staff involved in the program by May 30th.

Goal VI. Access
To maximize access to children's library services through marketing and public relations (and automation).

Obj 1 By the end of February 19--, locate the community's pre-reader service population.

Obj 2 Based on characteristics of the pre-reading service population, develop a plan for publicizing and distributing information on the service in general and on the summer program by March 15th.

Obj 3 Increase overall publicity of children's services by 20% over 19-- by Fall 19--.

Goal VII. Facilities
To design, maintain and adapt (as necessary) a children's service area for the variety of resource, programming and population needs.

Obj 1 Using service population characteristics, evaluate the overall library and children's area for appropriate design by May 1st.

Obj 2 Outline necessary changes in the environment (budgetary and non-budgetary) in both the children's and adult area by March 15th.

Obj 3 Rearrange the children's area and adult area (if needed) and arrange for any library space needed for this service population by May 1st.

A sample goal, objective and list of activities would include:

Goal Departmental Philosophy and Service
To provide and maintain library services appropriate to the needs of children (birth to 14 years of age), families with children and caregivers of children.

Obj 1 To investigate the appropriateness of a (pilot) (3 month) service from June to August 19-- for the pre-reading children, their families and caregivers.

Activities
1. Go back through professional journals to read articles on what these services are, in the first two weeks of February, 19--.
2. Look in adult and juvenile collections to find information about children of this age and programs for them in libraries or related areas.
3. Photocopy and arrange articles and additional information on services for this population in the second week of February.
4. List and contact those people appropriate to attend a meeting for discussion of services to this population, in the fourth week of February.
5. Distribute packets to those identified people at least one week before the meeting.
6. Hold meeting on March 3rd and go over information, discuss what you may already do for this group and outline a three month program for the summer.
7. Following meeting on March 3rd, consult other objectives and their activity lists for information on budget, materials, facilities, etc. for the final club outline.
8. Submit outline to supervisors (if necessary) for approval of service plan by March 15th.

After reading the sample goals and objectives listed above it should be clear that staff cannot take on and complete the statements one at a time. Many objectives and activities need to be worked on at the same time and are used together in planning. For example, the Management and Adminstration objectives concerning doing the budget on a certain date, can not be completed without the Resource objectives concerning reviewing the materials, locating gaps and ordering more materials. In addition, the Access objectives on designing brochures will also cost money, so the concern for designing and duplicating them (or dollar costs) is also geared to the date that the final management objective budget is due.

Finally, the following outline should be used as a "fill in the blank" approach to writing objectives for your needs:

Divide the objectives into its "parts" or:

1. Action words for explaining what you're going to do;

2. Words explaining what you are focussing on;

3. The length of time or "by when".

Other parts may mean adding "who is going to do it" or the "numbers concerning use."

1.	design	produce	implement	increase
	distribute	create	maintain	recruit
	hire	supervise	inform	
2	collection	pre-readers	service	resources
	children	brochures	materials	adults
	publicity	library staff	parents	outline
	plan	caregivers	program	children's staff
	program	activity	event	bibliographies
3.	by Fall 19--	in the week of March		in two years
	in one month	during summer 19--		by deadlines
Other: 'who'				
	library staff	volunteers		committee on Read-to-Me
	librarian	community member		activity leader
'numbers or percents				
	by 10%		to 50% of home caregivers	
	by 10% over last year		by 500 books checked out	
	for 18 families		by in-house use of 200 items	
	to 300 people			
	by 50 children			

If you put together the circled items you have an objective that reads:

> "To distribute bibliographies on materials for pre-readers during the summer of 19-- through activity leaders, to 50% of home daycare caregivers."

In summary, using your library's or departments goals or the sample goals listed in this handbook, you can write objectives by:

- listing action words
- listing focus areas,
- the length of time that you have,
- the staff that will carry out the assignment,
- any numbers or percents applicable to your situation,

then circling those combinations of words and phrases that go with your goals and writing out those combinations or objectives in phrase or statements. Activities are then written after all ojectives are written.

Place your goals and objectives statements in a loose leaf binder with a goal and one objective and its activities on each page. Add a column for date completed and special needs and you have arranged your statements into a working document or an outline of activities. With this notebook, you have a plan with which you can organize, report and evaluate your service.

Example:

Goals statement

Objectives statement

Activity	Special Needs	Date completed
Your activities can be grouped and numbered who is going to carry out, in chronological or order of importance.	Something unique was needed to complete an activity.	Can do by or was done by month, day or season.

IV. Programming for Read-to-Me's with Parents, Family Members and (or) Caregivers: Focus on the Child

Programming is an exciting part of library services to children. Most library staff members who work with children have training in elements of programming such as storytelling or creative dramatics. In addition, many library staff who work with children have backgrounds that help them in programming such as elementary school teaching and early childhood education. Most people working with children in libraries, however, have not had either education or experience, especially programming experience, with the very young child.

As the trend toward working with young children in libraries grows, more and more library staff are beginning to experiment with the idea of preparing children to read through programs, events or activity times. Planning for programs for these children, however, raises a lot of questions.

- *What kinds of library programs are suitable for the very young child?*
- *How can I or should I work with parents and caregivers of the very young child?*
- *What are the most successful elements of a library program for the very young child?*
- *Which materials should I use in programs for the very young child?*
- *What is a typical library program?*
- *What are sample successful programs currently going on in libraries?*
- *What are some general themes for program planning for this age level?*
- *What can children do at very young ages and what can the library dor for children with these beginning skills?*

Answers to these questions with sample programs and suggestions for each type of activity given should assure interested program planners that Read-to-Me programming can be fun and easier than imagined. In addition, learning something about "what a child can do at each age level or stage of development" and "what a library can do for each age of child" can not only increase staff member's knowledge of the child, but also the confidence of the programmer in working with this brand new patron group.

- *What kinds of library programs are suitable for the very young child?*

Pre-reading activity times are typically shorter than the standard storyhour or storytime for reading children. These activity times are comprised of a number of different activities that are often repeated throughout the session for emphasis and rapid learning. These sessions have adults working with children and with library staff or program leaders and then taking home descriptions of activities to repeat as well as related activities and activities for future sessions. Program leaders should rely heavily on visual aids and should concentrate on not only the activity, but also on giving personal attention to patrons before and after the event. All activities should be designed around the intended age level of the audience, as well as designed around an overall theme.

° *How can I or should I work with parents and caregivers of the very young child?*

It is imperative that library staff work with both parents and caregivers of these youngest patrons. This is done in all or some of these ways:

1. The Program Leader instructs the parent or caregiver along with the child while giving directions by modeling appropriate behavior for adults working with children.

2. The library staff has two program leaders trained to work with the patrons and gives an introductory or once a month "split" program. One program leader works with the young children in a fast-moving musical event (something they can do on their own without their parents or caregivers) while another program leader works with the adults bringing the child. These adult programs can be lectures on working with children, or nutrition or safety in the home. In addition, this may be an opportunity to view early learning films.

3. Program leaders prepare home activity sheets for adults to use with young children while away from the library. These sheets can repeat activities learned from sessions already held as well as introduce the next sessions activities.

4. Library staff prepare displays of materials designed to compliment the theme and reading level of the audience. These displays are exhibited near the activity session and are available for check out following activities.

5. Library staff can "pre-package" varieties of formats of materials tailored to learning levels of families or caregiver arrangements, cultural background of families or caregiver arrangements or special interests. These kits are given to adults upon leaving the library and special checkout arrangements may be available.

6. Library staff can plan a program designed just for caregivers to attend that can be taken outside the library to a caregiver or homecare situation. This program could then emphasize the same issues as listed for the in house program for adults or could deal with working with these children specifically in homecare or daycare situations and how the library can fit in.

° *What are the most successful elements of a library program for the young child?*

Some of the more successful elements of a pre-reading program includes fingerplays; chants; music; short stories told orally or with larger pictures; large visual aids such as blackboards, posters, feltboards or chalkboards; marching; children making their own simple music through clapping etc. and simple instructions on sharing and instruction. Additional elements are consistency, repetition and as mentioned before, personal attention.

- *Which materials do I use in these programs and which titles are appropriate?*

Listed in the bibliography under the "Chapter VI." entry are a wide variety of materials recommended for their information on materials for the very young child. In addition to bibliographic resources, the bibliography includes, newsletters, catalogs and recommended reviewing sources that are either devoted to or include titles of materials for children under five years of age.

Library staff will discover after reading recommended materials that they already have a wide variety of titles that may either be used as is or slightly adapted for use with this age level.

- *What is a typical program?*

A typical program is most aptly described in Chapter I. "What is a Read-to-Me Program?" In summary, a typical program has less than 15 (often 10) young children attending, each with at least one adult. It lasts less than 30 minutes, but is often preceeded by 30 minutes of sharing with families and children. Following the program an additional 30-45 minutes is used to work with families and caregivers checking out materials, going over home activity sheets and quiet play.

Programs where the children far out-number the adults, for example, two caregivers each bring 7 children - the program leader needs to be prepared to make these changes:

- concentrate on group oriented activities for that session, such as music, clapping, marching and listening;
- hold up more visual aids or objects for sharing, instead of passing objects around;
- enlist the aid of caregivers in passing out nametags and picking up nametags, as well as any group activities;
- avoid doing fingerplays or activities that are more complicated or need more individualized direction;
- avoid longer stories that tend to lose the attention of children not specifically sitting in adult laps;
- stickers or materials to be "handed out" to children might be handed to children as they leave the library rather than as they leave the session, in order to avoid all stickers needing to be put on at once, or be lost in the library.

- *What are some sample successful programs currently going on in libraries?*

The following programs are examples of two successful ventures by public libraries.

****

Program: Bedtime Family Outings Time: evening after 7:00

Audience: families with all ages of children, but especially designed for children ages two to six years

Program Goals: to develop listening and sequencing skills and encourage bedtime reading

Activities: use of folklore or picture books with stories told and not read; fingerplays; new theme discussed each week; visual cues taped to curtain backdrop each week to respond to theme; live musians; sign language used and taught.

Publicity: public service announcements; newspaper advertising; one large in-library poster with the new theme inserted each week; county agencies dealing with children are sent cover letters with program brochures

Facililties: storytime area in the children's section of the library

Evaluation: by attendance

Other: parents are required to participate; it took two to three years to build an audience

****

Program: Babies and Toys Time: scheduled visits out; hours that the library is open

Audience: children two to three years of age; parents; homecare caregivers

Program Goals: exposing children to learn and play toys in libraries, at home and at homecare centers

Activities: over 500 toys are bought, housed and checked out from the library; toy "advisory" is done for adults as reference is done; kits for homecare are developed for special checkout; traveling librarians take kits of materials and activity times into homecare situations; lists of materials are available for handout

Publicity: brochures in center

Facilities: toys located in center of children's section; activities taken out to homecare centers

Other: staff highly trained in early childhood; monthly parent and child programs are given in the toy area

****

° *What are some general themes for program planning for this level*

Ideas and packets for themes for Library Reading Clubs are common in the literature; often available annually from state agencies; and also available commercially. Themes for reading clubs, however, are often too complicated or mature for read-to-me clubs for very young children, so library staff members are encouraged to review themes available to them and revise them, if necessary, to appeal to and be appropriate for the young child. The following list gives examples of Reader Club themes and possible Read-to-Me Club adaptations of those themes.

Reader Club Themes	Read-to-Me Themes
Space:	
-Space Explorers; Out of this World Reading; Other Worlds of Reading	-Become a Star Read-to-Me; Sunny Readers; Rocketship Read-to-Me's; Spaceship New Readers; Blast off Into Reading

Space Visual Aids and Ideas

Reader space themes often have concepts too abstract for the young child, so space themes need to be adapted to concrete ideas or ideas that are easy to represent with familiar pictures. For example window or wall displays with the Read-to-Me's could have: a paper star with each Read-to-Me name on it and a silver star pasted on it for each book or each three books that the young child shares; a bright yellow sun out of paper each with a Read-to-Me name with pipecleaners or paper strips attached for each three books read; Rocket or Space ships cut out of paper with silver stars pasted or drawn for each number of books read; or a spaceship with cotton puffs attached to one end "moving" up a wall a certain number of spaces with each number of books shared.

Creatures:	
-Creature Features; Scarry Creatures; Reader Creatures Change yourself into a Reading Creature	-New Bug Readers; Busy Bee Read-to-Me's; Fly into Reading; Fuzzy New Readers; Special Pet Read-to-Me's; New Animal Readers

Creature Visual Aids and Ideas

To avoid frightening young children with scary beasts or unusual creatures, use insects or characteristics of animals or animals which the children know for popular reading club themes. Bug readers could have a thumbprint bug created on paper and posted with their name on it, then additional thumbprint bugs, like ants crawling into a nest, or butterflys around a flower, could be added for so many books read. Busy Bee Read-to-Me's could

have construction paper bumblebees with a stripe to the bee added for every few books read, or bees could be buzzing around a giant hive on the window and could move closer to the hive with so many books read. Fuzzy new readers could be any soft or fuzzy animal with cotton balls or materials added for the young child to "feel" his fuzzy reader. Special pets Read-to-Me's or New Animal Readers could have the children choosing their pet or a pet that they would like to have from among many pre-cut shapes available. Animal shapes could then be placed in a jungle, forest, barnyard or natural zoo scene that has been drawn on a poster, window or bulletin board.

Adventure or Pioneer Themes	-Read-to-Me Water Fun; Ride into Reading or Read-to-Me Riders

Adventure Visual Aids or Ideas

Adventure, Exploration or Pioneering might be too abstract for young readers, therefore Read-to-Me's might "adventure" in whatever environment they are most familiar with, for example water fun, or Read-to-Me's on the Beach, or Backyard or Outside Read-to-Me's. Another adventure idea that they may be familiar with would be riding in a car or on a horse, or any transportation in the area such as a bus, bicycle or tricycle. Visual representations might include cutouts of children swimming in the "water" or playing on a "beach" or walking in any of the environments familiar to the child. These environments can be created on the wall, window or bulletin board and children could "place" themselves or their cutout where they would feel comfortable. In addition cutout children could be "riding" the transportation of their choice such as a horse, a bus or a funny car. The library staff members could also choose a common transportation such as a very long train and all cutout Read-to-Me's would move along the train from car to car as they have more and more materials read to them.

Sports	-Jump into Reading; Hop, Skip Jump and Roll into Reading; Bouncing New Readers

Sports Visual Aids and Ideas

Sports themes should be transferred into "sports" activities or movements that the very young child can do. The "roll" into reading might be used to include children with special needs, while the "bouncing" could include children housebound or limited in physical activity who could "bounce" a ball. Visual aids could include either cutout children in various positions or "jumping" over books. Aids could also include children in wheelchairs or on crutches, or giant balls bouncing higher on the window or wall the more books that are shared. Cutout figures could be "racing" across the window, poster or wall.

Additional Read-to-Me's themes for year-long themes or summer themes not related to any Reader theme might include:

- commercial or well-known characters such as: a cookie monster theme with Read-to-Me's being cookies and hole punches out of cookies or cookies being eaten showing books being read; a giant big bird who needs "feathers" tacked on and the Read-to-Me's being feathers with cuts taken out of the feathers for books read;
- emphasis on self with a theme entitled "Picture Me - A Read-to-Me!" or "It's Me - A Read-to-Me!." An additional theme might be "Be a Growing Read-to-Me!" Staff members could draw or even take a polaroid picture of the club member for the wall or window display. Children could be represented with an accordian body made out of folder paper that grows with each number of books read or small cutouts could be replaced with consecutively larger cutouts of children for each number of books read. Children, who are growing, can see themselves "grow" with each new book that is read to them;
- colors as themes that include "Rainbow Read-to-Me's" with blank rainbows having colors added with each number of books read; or a similar theme with children choosing the color that they wish to "be" on the window or wall display.

Read-to-Me themes chosen should be carried over to Club Read-to-Me logs, activities and certificates and club publicity.

Finally, some of the most often asked questions for progamming for this age could include:

° *What can children do at very young ages and what can the library do for children with these beginning skills?*

In order to answer these questions, one must turn to the professional literature of early childhood education to read what research says children can do at the earliest stages of development, and to the professional literature of library science to piece together what the library already does and what the potential is for this age level service. The following information is divided up by months in the earliest stages until the age of three and then by years up to the age of five.

First Three Months

The child:

- differentiates between shapes, objects and colors although has little focus; prefers primary colors; likes variety; likes patterns of light and dark; likes lamps and glowing areas; likes to explore while on her stomach; likes soothing voices; enjoys rhythmic music; likes soft cooing and gurgling; likes hugs, pats and smiles

The library can:

- teach parents what babies can do and what they like; give parents materials with primary colors; teach parents lullabies, noises to make, facial expressions; show parents how to work with children by having parents bring their babies and working

with a baby as an example; perform lullabies during activities such as an evening program with a mood-setting glowing light, soft music and hugging and quiet storytelling; share primary colored illustrations in books and on flannel boards during role-modeling activity times; arrange special displays for parents and interested adults as homecare caregivers

Three to Six Months

The Child:

- smiles; explores with hands; begins to grasp and release; waves objects over head; puts things in mouth; equates some actions with noises like clapping; crawls; begins working with two hands; becomes aware of hands and feet and feet as extensions; pulls himself around; pulls things around; begins to recognize you; sees unfamiliar faces; plays peek-a-boo; likes bath time; notices her toes; likes to kick; can discover self in mirror and you in mirror; likes different toys; makes and copies noises

The Library Can:

- work with parents on what the baby can do at this age; model in a group setting the grasping actions and noises and with the grasping and ungrasping of objects; emphasize the importance of the beginning of play and spending time practicing even simple things like grasping, pulling, and peek-a-boo; provide mirrors in activity times to mimic and work on recognition and smiling; begin to hand out activity sheets for spelling out home activities; play background music in activity times

Six to Nine Months

The Child:

- is skillful with hands; creeps without support; begins to control body movements; likes to drop items and watch reactions and hear noise; is curious about the world around them; eyes and ears function well; transfers objects from one hand to another; likes to bounce balls, likes to stack; likes balls in general; begins to vocalze sounds not only to you, but to toys

The Library Can:

- begin to share with adults how these activities are pre-reading activities; model more with babies in the area of grasping, dropping and reacting to noise; begin to illustrate the toys that are familiar by showing toys and then pictures of toys from books, chalkboard, and felt board

Nine Months to One Year

The Child:

- is more coordinated; may walk as early as 9 months; puts all things in mouth; returns to play in special areas; learns by touching; likes silly songs; likes and recognizes as familiar, bright colors in books; begins to talk; likes rhymes; turns pages of books; loves to play games; loves household objects; likes building and stacking games

The Library Can:

- bring more things to touch and share to activity times; introduces textures into things that are touched; sing and repeat silly songs; use more brightly colored pictures; encourage lots of verbal participation by parents to encourage beginning speech; bring in many more household objects for sharing

Twelve to Fifteen Months

The Child:

- communicates likes and dislikes, needs and wishes; likes to do things alone; likes moving to music; begins walking; offers toys and wants them back; needs activities for exercise; likes push toys; likes things that rock; likes containers as containers; likes to work on hand and eye activities such as hammering; loves nursery rhymes and jingles; understands simple instructions; has five or six words to say; loves to sit in your lap and watch a book read; associates pictures with objects; knows shapes by sight and might be able to pick out some when shapes are all together; can pick out simple numbers of things, like "pick up one ball"

The Library Can:

- begin to give out more instructions to the group at activity time; pass items back and forth among adults and children; introduce sharing concepts; begin to use more verbal rhymes, songs and nursery rhymes; learn and emphasize words they all know; show parents ways to share books with children in lap reading; use more flannelboard and chalkboard activities; hand out sets of paper shapes

Fifteen to Eighteen Months

The Child:

- wants to do things alone; likes things now; shows frustration and anger; grows in manipulative skills; likes rhymes and repetitions; likes pictures of recognizable items like farm animals, family members; would like a pop-up book

The Library Can:

- concentrate on a quickly paced but longer activity time introduce fingerplays; demonstrate creating a family picture album; can introduce the element of surprise

Eighteen to Twenty-three Months

The Child:

- turns knobs and handles; pats and hugs other people and pets; has many expressions; may be frightened to leave or lose mother, father or caregiver; recognizes and points to items and people that they know; can make more noises; hums and sings; knows parts of the body; can fasten easy fasteners; can follow easy directions; expands from 5-6 words to 20 words or more; can make simple combinations of words

The Library Can:

- design more detailed activity times with oral telling of simple story lines of familiar objects, people or things; begin theme programming along the lines of self, body, and clothing; include in activity times a "show and tell" of words and phrases learned for practice

Twenty-four to Twenty-nine Months

The Child:

- puts on simple clothing such as scarves, hats and shoes; can manipulate a book; is proud and wants attention for accomplishments; can become a group member for short periods of time; likes to look at other people; looks at details; matches familiar objects; wants to know the name of everything; puts more words together in phrases; can dress and undress self toward the end of 29 months

The Library Can:

- encourage more group interaction in activity times; use more detailed pictures and pictures in lighter colors as well as line drawing and black and white pictures; design activity times to focus on elements of clothing and concepts such as fastening; give assignments to children for next activity time

Thirty and Thirty-six Months

The Child:

- marches to music; claps to rhythmic music; puts on more difficult clothes; understands and creates simple plots and ideas; turns phrases into simple sentences; is beginning to understand abstract concepts; recognizes familiar music, stories and games; may be more negative

The Library Can:

- include marching in activity times; design programs with dancing exercises; use stories with more in-depth plots; use pictures that may illustrate more abstract concepts; expect more special behavior from patrons; discipline poor group behavior

Three to Four Years of Age

The Child:

- has overcome negativism; is interested in play with others; understands simple sequences; shows imagination when playing; recognizes fear; knows difference between boys and girls

The Library Can:

- expand play activities among children in a group; give more in-depth directions; create and use longer stories; encourage more discussion and show and tell verbally

Four to Five Years of Age

The Child:

- is much more social; is physically active; talks a great deal with others; interjects statements and comments and suggestions when not asked; is very aware of self and clothing; asks why?

The Library Can:

- begin to turn the activity time for this grade level into traditional storytimes; tell longer stories; require disciplined learning; begin to move parents to the outskirts of groups

Clearly not all of the above characteristics of the child or of what the library can do, are the complete list of development elements or programming possibilities. Rather this list is a beginning look at what a library staff member can do for Read-to-Me's.

****

Programming is just as easy for this age level as it is for the Reading Club members. It is additionally fun to see Read-to-Me's grow into Readers! Don't hesitate to design programs for specific age levels or for combinations of age levels. Developing pre-readers is great fun!

Take me Home!

Put me on the refrigerator!

Age level: 2's — 3's

Music:

Bears

sing to your child / with your child every chance you get... in the car... while bathing

Sing or hum:

"Bears oh Bears"

Books:

Bears

You can "read"

Alphabears by Colin Dozier

Bears 1, 2, 3 by Ralph Johanson

Brian Wildsmith's Wild Animals

Bear's Bicycle

Before Next time:

Cats

- wear something red!
- bring a stuffed cat or a picture of a cat or draw a picture of a cat
- make purring noises and meowing noises with your child
- point out cats you see

Activities:

Bears

- March to Bear Chant
- do the Bear's Fingerplay
- walk like the bears walk
- growl like the bears
- draw the bear's face that was on hand + whole body
- point out all the circles you see
- point out colors of blue

sticker/dot

large dot

EVENT OUTLINE

Location: children's area by corner window

Name of Event: Bears Oh Bears!

In Charge: Rhonda Turner

Date: 7/8

Time: 3:30 p.m.

Leader(s): • Rhonda Turner Age(s): • 2's-3's
• Cal Stevens •

Event description: activity time
2 fingerplays ... "Bears Oh Bears"
"I Love My Bear"
1 marching chant ... "Bear's Breakfast"
1 picture book Counting Bears" by Elysa Carter
1 feltboard Build a Bear
circle bear stickers
Exercise

Materials displayed? ✓ on low tables
Materials lists done? 2 displayed? ✓
Equipment Needed
record player
extension cord
3 prong outlet
stickers - 2 sizes
2 black "thin tips" pens

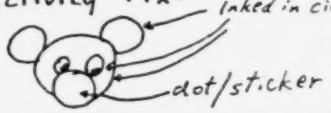
Sequence:

	Time:	Initials
1) Name tags	2 min.	
2) Intro./Guidelines	2 min.	
3) Feltboard Bear/colors shapes	10 min.	
4) Picture Book	5 min.	
5) 1st fingerplay "Bears"	3 min.	
6) Stretching exercise	2 min.	
7) 2nd fingerplay "I Love"	3 min.	
8) Marching Chant/in place	3 min.	
9) Circle bear sticker	8 min	
10) Nametags	2 min.	
Total Time	36 min. + book display	

Learning? hand coordination; round shapes; marching; color - blue; "i" "i" sounds

Theme? Animals - bears

Activity Pix:



Publicity:

General:	Dates	What worked with adults?
in log	5/30 →	6
in paper	6/3 →	4
P.S.A.s	6/1 →	1

Specific:
photo in paper 6/8 3

Other:

Attendance:

children	8
caregivers	2
parents	9
siblings	3
grandparents	3
TOTAL	25

V. Programming : Focus on the Family

The service population for Read-to-Me clubs or pre-reading activities are children from birth to five years with relative and caregivers. Although the service elements for the family portion of this group are mentioned throughout the handbook, this chapter focuses exclusively on family programs, especially on programs designed for families in which the adults do not read or read poorly, or those families who speak a language other than English

The Read-to-Me service or club can be a great benefit to the family unit, no matter if that unit has a mother and father and three children, or a single mother, or father, and child. Those benefits include the creation of a recreational yet educational or learning event or process where the family is encouraged to come as a family and work together to complete a process. This process teaches family members techniques to use with other family members to help strengthen them as a team. The process allows for learning to be portable with related or repeated activities taking place anywhere the family is or where it goes. The process provides growth for family members who, in this instance, grow together. Finally, the process builds on skills already apparent, yet its goal is to develop skills for futher use.

In order to ensure that families become involved in the process of the Read-to-Me Club, great care should be taken to advertise to the family as a whole and include family members in club activities such as registration and event activities that are repeated at home. Club themes and the content of programs and events should be designed to appeal to all ages, if not on the interest level, than on the aesthetic level. In addition, family members should:

- be encouraged to participate on all handouts for library and home activities;
- be included on all copy on all forms of publicity;
- have well-defined roles spelled out on publicity and in instructions for each event;
- be encouraged to take home library materials; and,
- be encouraged to ask questions either generally or specifically about their own situation or needs.

Finally, library staff should take special care to make families feel comfortable in the library so they attend often and regularly.

Described below is a sample program or event for the Read-to-Me Club with elements included especially for non-reading or low-level literacy family participation. Following the sample program is more detailed coverage of those progamming elements, mentioned above, that make this special progamming successful.

Sample Program

1. The actual event includes an opening reception or mingling period where parents, relatives and/or caregivers can explore the library, meet and talk with other families or caregivers and "explain" the library to the pre-reader. Staff should give personal welcomes and handout nametags to children and possibly adults.

2. The library staff indicate that the actual event is beginning by playing music, starting a song or bringing a picture, puppet or stuffed toy into the event or activity area.

3. After the attention of the group has been focussed on the program leader, the leader introduces the activity time or event, shows participants how and where to sit, and to be comfortable. In addition, the program leader should briefly explain any cues given during the event that the audience needs to respond to.

4. The leader introduces the theme to the audience by showing any objects needed to illustrate the content. Besides or instead of showing objects, the leader can use feltboard with pictures, letters or words; a chalkboard picture; posters; or pictures from picturebooks.

5. While introducing the theme, the leader asks for audience participation in the repetition of theme words or identifiers. Cues or signals for the repetition are explained.

6. The leader begins the first activity with a fingerplay by using a child from the audience. This use of an audience member is designed to have the leader role model or demonstrate, not only the fingerplay, but how an adult teaches a child a fingerplay. The fingerplay, of course, is chosen to fit into the theme of the activity.

7. The audience members, led by the program leader, repeat the fingerplay with adults now working with their children. Leaders should note how many children have come with adults and be prepared to fill in with parents, relatives or care-givers who need additional individual attention for their children.

8. The leader may then share a large picturebook story or give an oral presentation of a folktale or picturebook story, all, of course, chosen because they relate to the theme of the event.

9. A song may then follow the story. This "theme-oriented" song should have a simple, repetitious refrain that is able to be learned quickly, for immediate audience participation.

10. The leader calls attention to the object, feltboard picture, letters or words, or stuffed toy, etc that introduced the theme or concept of the event. Concepts that can then be "found" in the audience are pointed out, for example, fasteners such as buttons or zippers are pointed out on childrens' and adults' clothing, or colors are pointed out on clothing or in the environment.

11. The fingerplay or song learned earlier is repeated.

12. The leader performs a "ritual" closing and goodbye beginning with the song or music played at the start. This goodbye includes an introduction of the next event, a special invitation to families for that event as well as an invitation to stay later and get special attention for choosing materials for the family.

13. During the closing music and goodbye, the leader speaks with each family and collects nametags.

14. Following the closing, library staff members mingle with families suggesting materials and personally inviting people back. This time could also be used for entering materials into reading logs. Families can also be encouraged to select their own materials from displays that have been set up or just to enter into quiet play or quiet reading.

Detailed Programming Elements

Working with families or adults of all kinds can be a rewarding experience. Added rewards come when the family, relatives and caregivers grow together with their children in the library program. To help non-reading or low-level literacy adult progress and grow, library staff members must plan programs with reduced reliance on written instructions, increased use of verbal and pictorial elements, repetition of important concepts, personal attention and relevant content. General hints for program content that help to insure adult growth with the program include:

- concentration on rhythm, rhyme and repetition;
- printed material with large and simple print;
- sharing of materials that teach concrete and abstract concepts simply and with examples;
- materials with relevant languages used if English as a Second Language adults are participating;
- use of materials with large photographs with adults featured in them instead of juvenile illustrations that primarily feature children;
- oral storytelling and folklore;
- use of newer music as well as recognizable music honoring cultural, geographical or racial groups;
- introduction of commonly (and not so commonly) known traditional characters and holidays, with brief explanation of how they came to be;

- introduction of other group's holidays with shared information from audience participants; and,
- "show and tell" by audience participants of unique (cultural or otherwise) talents of group members, exhibited, if possible, with help from children.

Working with non-reading or low-level literacy adults also takes special teaching or story sharing techniques for program leaders. These techniques are:

- teaching adults how to work with their young children by example, by "borrowing" a child and working with that child, while others model behavior after yours;
- concentrating on making special eye contact with the child as you are explaining or teaching and waiting to make eye contact with adults at the enjoyment, repetition, or discussion or information sharing level;
- avoiding a focus on adults in an effort to minimize embarressment or unease specifically during first time visits or beginning events or with lowest level literacy or non-English speaking adults and instead, focussing on the children in their laps;
- letting all participating adults finish all thoughts without interrupting, attempting to translate or interpreting;
- avoiding all negative words and instead using positive, reinforcing and simple language;
- showing respect for all people's cultures;
- valuing audience life and cultural experiences, taking care to encourage discussion and participation if they wish, but not calling on adults who indicate that they do not wish to share experiences;
- broaching simple subjects that the audience members have knowledge of, such as the weather or children, until you and the adults attending have a "history" together from past programs attending or materials shared at the library or at home.

Program leaders also need to be aware of special courtesies that, when exhibited, show respect to these adults. These special courtesies are:

- greeting families as they enter and walking them to the door as they leave, much like a home and party situation;
- taking care not to pry into personal lives of patrons, but showing concern for how they are feeling, etc.;
- studying any cultural signs of agreement, affection, discipline, pleasure, or displeasure that are acceptable and attempting to use them, for example, if touching through a pat on the arm or shoulder is acceptable, then do it, if a handshake is too formal or speaks of authority, then do not do that;
- being interested and indicating that there is value in all comments that adults make by providing instant positive or reinforcing feedback;
- being supportive of all audience attempts to try new things and not letting people demean or belittle themselves if they do not succeed the first time; and,
- if appropriate, addressing participants as new readers.

To encourage ease of club sign-up, participation and success, staff members should take care to make the club, the library and any activities, as simple as possible to join, become and stay involved in. These special concerns should include the following elements and should concentrate on eliminating obstacles. They are:

- Club guidelines, library rules for checkout and any other rules, guidelines or instructions should be written in an elementary fashion with information and concepts made clear through universally understood pictures and signs, as well as elementary or (as necessary) foreign language.
- Staff should review their checkout procedures and expectations: do patrons need to sign their names?; does the present library circulation mechanism create an access problem?; can the rules or guidelines be eased?; can special checkout situations be created to serve these adults?
- Matching circulating materials to special patron needs should be given special consideration. This consideration includes the pre-arrangement of materials by library staff members into special reading levels or interest areas, and the development of kits on special levels as well as simple coding by reading or interest levels. This could entail setting up special displays or even bagging up or boxing up materials "to go."
- Scheduling for club events for these families may be difficult and might include a great deal of trial and error. Special concerns for scheduling include finding times when these families units or adults in caregiver situations are together such as early morning, evening or Saturdays. Staff members should also take into account the variety of different cultural time clocks for both scheduling as well as starting and finishing activities. Additional timing revolves around any transportation or enviromental conditions, such as what are the bus route times, or when is the traffic too bad for walking, bicycling or even driving.

Library staff members should pay special attention to the environment of activities. They should be aware of the need for adult comfort in the surroundings and the need for avoiding an authoritarian arrangement that looks like a traditional school setting, with the teacher sitting above the audience or with a distance created between the teacher and the audience.

Retention can also be increased with the implementation of simple reward systems. Consistent attendance might be rewarded through a visual aid tied in with the club theme or event theme. To avoid embarressment of infrequent attenders, this reward might be handed out when individual nametags are given out when families are greeted individually

An additional way to reward would be to note on a bulletin board, poster, wall or window display either before or after the activity when staff are mingling with family members. A well-organized club or service includes a well-publicized club or service. Although handbook readers are encouraged to use Chapter IX "Publicity" in A Librarian's Planning Handbook for the Texas Reading Club, several suggestions for publicity specifically related to non-reading or low-level literacy adults are neccessary as finding and reaching these adults may be more difficult.

Advertising should not take the more traditional routes of news-papers and standard posters as language barriers or low-level language abilities may keep copy from being understood. Instead publicity should have few words in appropriate languages (if necessary) with, primarily, illustrations outlining activities with a simple visual map to where the event is being held. Maps should include routes and the specificity of transportation routes possibly used by famlies or caregivers. This specificity could include bus route numbers, any and all transfer points needed, bicycle lanes, names of side streets, free parking areas and well lighted areas with sidewalks.

All ads should emphasize no cost and be in bright eye-catching colors. Ease of access of the building or the event area should be emphasized, if possible. (Likewise, staff members should insure that the building or event area and directions to the area are simply and clearly marked.)

Distribution of ads or information about the club might include mailing, or even more important, visits to social service organizations; clinics; churches; literacy, tutoring or language centers; hospitals for work with new mothers; grocery (and other) stores in low income or culturally isolated areas; government agencies (where applicable); flyers on community bulletin boards; and flyers or handouts in commercial establishments such as washaterias and neighborhood hangouts.

To provide successful family programming in a Read-to-Me Club the library staff should concentrate on role-modeling, demonstration of techniques and the teaching of very general, but basic concepts. These are essential elements.

- Parents, relatives or caregivers working with children should communicate with children constantly by singing to them and with them, by talking to them and sharing information and by sharing emotions, feelings and experiences.
- Adults should take their roles as teachers of young children very seriously.
- Communication, teaching, information sharing and play can be just as successful, if not more successful, with homemade and inexpensive toys and "tools."
- Being a good, parent, teacher, or caregiver is a skill that can be learned and improved upon. Being successful with children, especially at the very young ages, is not automatic or built-in and is not gender specific. Rather, innate skills and abilities, knowledge and attitude can be identified, strengthened and initiated, if necessary, in a fun and recreational manner.
- Success with children can come to adults of all ages. Intergenerational families are expected and even can afford more unique opportunities for working with young children. In addition, alternative family caregivers or caregivers in commercial environments can make enormous contributions to the life and development of the very young child.

Finally, non-reading or low-level literacy families are important members of the library community. Special care, planning and concern for these patrons and potential patrons will attract and involve groups in an exciting and learning future.

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Additional reading about working with non-reading or low-level literacy families and with families in general can be found in the bibliography at the end of the handbook in the section entitled Programming: Focus on the Family.

VI. Planning

Although it would be wonderful to assume that a new Read-to-Me service or an expanded summer club for pre-readers would mean new materials, more staff and money for programming or supplies, it usually does not happen that way. Instead, a new or expanded service means careful planning for library staff members. This careful planning generally means looking around at what you already have, taking an inventory of materials, people skills, facilities, equipment, supplies and budget and then regrouping and carefully organizing your efforts, resources and time. The final step in planning is then the evaluation of programs or service elements. These evaluation findings are then taken and used in basic planning for revision of programming and future planning.

Planning through Reviewing

By planning through first reviewing existing services or use of resources, to name but a few things, librarians are eliminating the "reinvention of the wheel" as well as replication of effort. This self-evaluation should mean that staff will be getting answers to a number of questions about materials, facilities, people, equipment, supplies and budget.

Materials

- What materials do I already have applicable to this service population?
- What areas of the library are these materials in, how are they organized and are they easy access for patrons when the children's services' staff is not there or available to help patrons?
- Are the materials as current as I need them to be? Are they all "classics?"
- Do I have the space for sharing materials with this patron or do I have to create sharing space or storage space?
- Do I have board books, large concept books, ABC's, in-house use learning toys that meet safety standards, safe and simple toys to check out?
- Can I make anything that I will need?
- Are any of my audiovisual appropriate for children under the age of five?
- Are any of my materials suitable for education for parents relatives or caregivers?

Specific ranges of formats by age levels to look for include:

- books	0-1
- books	1-2
- books	2-3
- book	3-4
- books	4-5
- realia to check out	0-3
- realia in-library use	0-3
- realia to check out	3-5
- realia in-library use	3-5
- records or music	pre-5
- audiovisuals	pre-5
- adult books on parenting	
- adult books for caregivers	

People

- What strengths and weaknesses do my staff have in the area of working with the pre-reader or very young child?

- Are community members appropriate or available for me to use?

- Should I enlist parents or caregivers to regularly help me with Read-to-Me club activities?

- Which of the community members, parents or caregivers have competencies in the area of working with young children?

- What is the attitude of the library staff, both children's and adult services personnel, towards this patron? What is the attitude towards any service that we currently provide for them? If there is an attitude problem, can it be changed?

- Do I or do any library staff members have time to provide a new service? Is it appropriate to have volunteers provide this service? If it is, do their available times match my programming needs?

- Have I had patrons ask for this service?

- Have I, or other staff, merely observed that this service is needed? If so, when?

Specific people involved and to-be-considered in planning:

- library staff members for work with children
- library staff members for work with adults
- library support staff
- library staff from other libraries
- community resource people
- program volunteers - trained
- program volunteers - untrained
- family members as volunteers
- caregivers as volunteers

Facilities

- When the Read-to-Me population visits the library, where do they sit or congregate?
- What are the characteristics of a good Read-to-Me area and how do they relate to the library?
- What problems, if any, are caused by this patron due to the library's environmental limitations?
- Can the children's area or any other areas be used? Can areas be rearranged temporarily?
- What effect does this program have on other areas of library service?
- What would the staff need in order to take the activities outside of the library such as to a homecare or daycare center?

Special facilties considerations might include:

- children's area
- picture book area
- other library areas
- effects on adult areas
- community environments

Equipment

- Of the equipment I have, what might work well with this service population?
- Are some pieces of equipment only able to be used at certain times due to the environment?
- What are the limitations of my software for grade levels based on my hardware?
- Is it possible to rent, borrow, or trade any equipment needed?
- Do I have the equipment but not the proper electrical outlets? cords?

Specific equipment needs include:

- lists of all equipment
- outlets - voltage
- outlets - placement
- bulbs
- cords
- adaptors

Supplies

- Which supplies have I used in the past in programs with younger children?
- How quickly did I use supplies up during last programming periods?
- Approximately how many events or activites were served by last years supplies ordered?
- Which supplies are left over from last year and which can you use this year?
- What new supplies are needed?
- Are they needed by a certain time?
- Which supplies are needed with each event?

Specific supplies to be included:

- papers
- stickers such as dots or stars
- pens with washable ink for drawing on hands and face
- larger magic markers for wall and bulletin board displays
- chalk in a variety of colors
- paints for window paints

Budget

° What costs did I incur with past programming such as supplies, equipment and resources?

° Of those materials found in my collection appropriate to this pre-reading level, approximately what was the cost expended on those items?

° How have rising cost of materials affected the possibilty of adding or replacing items needed?

° What percent of the total cost of the collection was spent on these identified pre-reading items?

° How many and how often of the identified pre-reading materials circulated prior to this program, thus what is the shelf life of the material?

° Are there identified areas where I can spend less money next year in order to spend more money on Read-to-Me's?

° What amount of adult money is spent on materials relevant to parents and caregivers?

° Will I need to try to get money elsewhere for my program?

° Can I shift money from one account to another in order to spend money on my Read-to-Me program?

Specific money needs include:

- money for books - divided by specific formats
- money for records, cassettes
- money for supplies

- money for audiovisual software
- money for any rentals of equipment, films
- money for progam leaders or entertainers
- money for art work
- money for publicity flyers, posters

Planning for the Service

The process of planning through reviewing what you have, may have to take place, in part, while you do your major planning for the club itself. The following list of "things to do" includes the reviewing process organized month by month. Forms following the list are summary forms and should be used as examples of organization of information. Additional use of the basic outline may include the division of "to do" information by weeks 1, 2, 3 and 4 in each month and also by the seven days in a week.

Timing	Planning	"To Do's"

Sep. To Do:

- gather all informtion from last years Library Reading clubs (if no pre-reading club was offered, statistics from any summer or year-long activities are used)
- select committee to review last year's work and develop next year's program, include volunteers and community members
- prepare information packets for the committee on any new program or service that you wish to offer, including "planning through reviewing" questions
- begin self-study plan for learning about the new service population

Oct To Do:

- schedule a committee meeting to review information
- assign committee members responsibililty to begin to design Read-to-Me and discuss whether it will be a pilot service, then reviewed
- check on themes for clubs used elsewhere and on themes developed by agencies
- begin to list budget needs for next year
- outline painting and art work schedules for summer materials
- continue self-study for new age-level patron

Nov. To Do:

- schedule committee to meet again to discuss, and begin outlining goals and objectives, discuss themes and decide on pilot approach
- list other library, community and commerical activities going on next summer

- inquire about and list those activities specifically for this age level
- work on planning through reviewing questions

Dec. To Do:

- schedule individual work from committee members on goals and objectives and reviewing of themes
- develop an outline for finding, reaching and keeping this new audience
- enter all possible dates to do with club, library activities and community into a work calendar
- work on planning through reviewing questions

Jan. To Do:

- schedule committee meeting to firm up decisions about club and overall goals and objectives
- begin to design art work or arrange to have it done
- write copy for publicity for club
- send ideas for club to any necessary and appropriate administration for approval
- consult planning through reviewing information for ordering materials needed for club theme and to supplement club activities
- advertise for volunteers
- continue self-study if needed

Feb. To Do:

- write any press releases needed for pre-summer publicity
- inform community groups interested of your summerplans through letters or phone calls
- design volunteer meeting and gather materials
- write letters to volunteers to invite them to the meeting
- arrange all dates for volunteers meetings
- see that all print and art work is sent out
- list all library environmental needs for the club
- design and schedule any publicity visits out
- contact any outside entertainers or program leaders for the summer club

Mar. To Do:

- train volunteers and set up volunteer summer schedule
- distribute any club information needed to other interested agencies or libraries
- review library environment for any changes needed
- gather library materials to be used by program leaders for programming
- begin bibliographies of library materials for summer program
- begin any visits out as appropriate

Apr. To Do:

- continue visits out to advertise club
- check on progress on printing and art work
- circulate program plan and scheduling among library staff
- coordinate staff member and volunteer schedules
- develop in-depth outlines for each event
- send out any summer publicity needed based on community deadlines
- have any currently working volunteers begin assembling items needed for summer activities

May To Do:

- continue publicity
- send a summer gearing-up letter to summer volunteers and "entertainers" or program leaders
- send a wrap-up and thank you letter to committee members including invitations to to attend special programs that they helped design
- send out thank you letters to any community agencies that aided in the development process
- make any environmental rearrangements in the library as needed
- post all summer club signs in the library as needed
- "decorate" library for summer club
- distribute any different evaluation or record keeping sheets as needed

June To Do:

- call and confirm volunteers for this month
- check kits to see that June's activity kits are ready
- perform Activity number 1

- evaluate Activity number 1 and make any necessary changes that would affect Activity 2
- send any thank you letters needed for June events
- spot check the success of publicity
- send out any July or August publicity as needed
- speak with library staff members to note successes and problems
- gather together all recordkeeping sheets for your monthly report

July and August monthly "To Do" are not identical, but are naturally very similar to June. September should be included on this initial planning outline as the summer Read-to-Me Club needs to have a summary report that includes a review of all activities. The September list should include selecting next years committee and sending them club reports and planning information for next year.

Final Planning - Evaluation

Evaluation is the final step in the planning of any activity. Whether or not you have decided that the program is a pilot or is permanent, evaluation helps you answer a number of questions that determine whether or not you will continue, whether or not you change elements, whether or not you may wish to discontinue other areas of service and finally, how you may plan your spending for the next years. More specifically, good recordkeeping and then evaluations of individual and overall programs can answer these questions:

- Was the program or service or club successful according to the goals and objectives developed by the committee?
- What element completely failed and which element did not work as well as it should have?
- For next year's program, what would you change, add, delete?
- Whom did you actually reach with the club?
- What were any suprises that you had in the club?
- Would you do this club again?
- What three changes could make next years club run more smoothly?
- How did this program fit in with other elements of the overall library program, for example, with adult services or with reading club services?

- What did you learn from doing the club?

- What benefits did the club, as it was, have?

- Was the program or service or club worth all of the effort?

Getting the answers to these questions could be handled in a number of ways. They could be typed up, with blank lines in-between each question, for a fill-in-the-blank look and distributed to library staff, volunteers and select patrons as well as any committee members who may have both been on the committee as well as active in the club. Another approach would be to call a meeting of representatives listed above and make these questions the agenda for discussion in the meeting. With a meeting any recordkeeping statistics, monthly reports, a summary report and overall discussion could provide a better picture as to "why" questions were answered as they were.

No matter the process of evaluation, though, no thorough quality evaluation can be done just from answering questions and eliciting feelings from participants. To supplement feelings and responses based on narrow participant or preconceived ideas, numbers or quantifying information should be introduced. These numbers should never be introduced as "bigger is better," rather they should be broken down into areas and introduced as supporting evidence. For example, it may not be so important that only three children and their parents came to the first program, but rather that 14 came to the second and that number included the first three.

"What numbers do I gather?" is a question that few people ask. The following list is an attempt at an inclusive list of numbers that might be gathered during the summer. This list might be used in the program development stages to evaluate the current forms that the library uses to see if enough specific numbers are being kept. If this list was to be used as an recordkeeping form itself it could be used at the end of designated periods of time, such as at the end of each day, or week. It addition it could be used as a summary information sheet to go with a written monthly report or a summary sheet for the three months of the program.

The additional form provided here, is a record keeping sheet that is a more in-depth daily sheet than most libraries have, as it notes age levels. It could be filled in with the hash mark approach, to keep track of reference as well as a head count of the area at any one time or for any one event.

"What numbers do I keep?"

Audience Numbers:

- children enrolled overall in the club
- birth to one enrolled
- one to two enrolled

- two to three enrolled
- three to four enrolled
- four to five enrolled
- children attending activities
- parents attending activities
- siblings attending activities
- grandparents attending activities
- caregivers at events

Materials Numbers:

- checked out materials (can be further subdivided by format)
- in-house use of materials
- number of materials shared and listed on logs
- in-house use of toys

Activities Numbers:

- activities offered
- seminars for adults offered
- workshops for adults offered
- training sessions for volunteers

Reference Numbers - Questions concerning

- birth to one
- one to two
- two to three
- three to four
- four to five

Reference Numbers - Questions from

- parents
- siblings
- grandparents
- caregivers

Other counts:

- door count overall
- publicity brochures (can be broken down by all types sent out)
- average attendance

- ° adults per event (can be broken down by type of activity)
- ° children per event (can be broken down by type of activity)
- ° family members per event (can be broken down by type of activity)
- ° caregivers per event (should be broken down by type of activity)

- average number of:
  - ° staff hours expended for each event (can be broken down)
  - ° pieces of equipment used
  - ° bibliographies handed out
  - ° number of times books were entered into logs
  - ° materials checked out from displays

Publicity Numbers:

Number of times that this publicity was mentioned as a reason for someone having come to the library or to an event:

- t.v. public service announcements
- flyers
- library posters - in-house
- church bulletins
- association newsletters
- newspaper announcements
- newspaper feature stories
- mailouts
- phone calls
- referrals from community agencies
- other such as placemats

The best possible evaluation, then, of any service, program or club should include:

- meeting criteria established by goals and objectives;
- answers to questions that include feeling and attitudes toward the elements being evaluated; and,
- numbers.

Good planning is crucial and keeps your sanity. Good planning allows you to have a great deal of information on paper for the maximum accountability to both the administration and to the public.

EVENT / SERVICE / PROGRAM: Read-to-Me Club

OVERALL DATES: Planning Sep 19-- to Sep 19--

STAFF RESPONSIBLE FOR PROJECT: During planning: Children's librarian; 1 asst. (circ. desk); 2 volunteers

TIMING	PLANNING			In-Progress			Special Concerns and Comments
YEAR / MONTH / WEEK	To Do	Who	Needs	To Do	Who	Needs	
September	-gather info.	ch. lib. / lib asst	files/stats 19--				
only 3 weeks	-select committee	ch. lib.	1/2 sty rec 3 list				-need to have lead time for copying info pkts
(1st week of school too busy)	-info pkts	ch. libs. / volun.	handouts				
	-self study	ch. libs.	-mags; books				-I.L. books on children
October	-schedule mtgs	lib. asst.					-rooms available?
	-agenda/assign.	ch. lib.					
	-budget needs	ch. lib.	last year's $				
leave out Halloween week	-painting/art work	volunteers	budget limits				-last years receipts
~~November~~	schedule mtgs	volunteers					
	list other activ.	volunteers	time on phone				-volunteers need to be able to work during day
3 days off 26-29	planning/ Reviewing	ch. lib/ committee					
~~December~~	-schedule indiv. work	ch. lib.					
only 2 working weeks	-Marketing - find/ keeping	ch. lib/volunteers	stats from community				
~~January~~	-schedule comm.	volunteers					
only 3.5 working weeks	-design art	ch lib/volunteer	ast pens at ___ and special paper				
	copy	volunteers					
	advertise	ch. lib					
~~February~~	press releases	lib asst/ch. lib.	forms from Reader manual				
5?	/letters	volunteers					
	-print artwork	ch. lib.					-circulate art work
	-visits out/contacts	ch. libs.	phone time				
March	-volunteer	ch. libs/volun.					
figure spring break week in.	-distribute	volunteers	day this hours from volun.				
	-Review environ.	ch lib/ lib asst.					
	gather info	V lib asst/volun.					
	visits out	child lib/volun.					

EVENT / SERVICE / PROGRAM: Read-to-Me Planning

OVERALL DATES: Sep 19-- to Sep 19--

STAFF RESPONSIBLE FOR PROJECT: For planning: children's librarian; circ desk asst.; 2 volunteers

TIMING	PLANNING			In-Progress			Special Concerns and Comments
YEAR / MONTH / WEEK	To Do	Who	Needs	To Do	Who	Needs	
April	-visits out	ch/lib-b vol.					
	-progress check	circ asst	ordering or low bid info.				
	-coordinate	ch. libs.					
	-outlines	ch libs/lib asst					
~~May~~	-publicity	volunteers	all brochures sorted				
	-correspondence	volunteers					
school out in 3rd week	-rearrangements	ch lib./lib asst.					
	-decorate	volunteers	get balloons blown up				
~~June~~	-review Act 1			activity 1	ch. libs	bibliographies, displays, home activity sheets	
	review Act 2	ch. lib./volunteer	2 Kit	activity 2	volunteer	bibliographie, displays, stickers	prepare monthly report
	review July acts. evaluations	ch lib/volunteers		activity 3	guest leader/ volunteer	home activity bibs. displays	sheets
~~July~~	review closing event outline	all staff	special kits	activity 4	children's lib.	bibs, displays, act. sheets	prepare monthly report
~~August~~	evaluations			activity 5	guest leader/ volunteer	stickers	
	prepare certificate	volunteers	forms, special pens				
Club ends in third week.	count logs	volunteers		Closing Event	all staff	special kits, forms	
	go over program outlines						
~~September~~	gather eval.	ch. libs; lib asst					
	Choose committee	ch. libs.					leave type for volun.; time to copy packets
	schedule meeting	all staff involved					
	prepare pkt.						

MONTH July DAYS third week

What?	Who?	Needs?
- last planning for closing event for Read-to-Me club - activity	- all Read-to-Me staff: children's lib; lib. asst, all volunteers - program leader	- phone #'s for activity 4 & final event participants - certificates and pens for final event

8 Sunday	8 Monday	8 Tuesday	8 Wednesday	8 Thursday	8 Friday	8 Saturday
	- check to see if kits are ready for # 4 - review calendar for activities for Final Event	Check brochures call & confirm on this week's activity			fill out evaluation form - begin to make calls to confirm guests for final event	
12	12	12	12	12	12	12
	- have volunteers compile special kit - have lib asst. begin to count brochures, fill out final		pull books for display begin to pull next weeks books	☆ ☆ ☆ Activity 4 ☆ ☆ ☆ ☆	- gather weekly stat sheets Review next weeks Calendar	
5	5 certificates - have nighttime volunteer finish brochures	5	5	5	5	5

Daily/Monthly Record Keeping

Branch Library

Day: Tues

Month/Date: _____

Area: Children

Hours	Patrons									Totals
	Children					Adults				
	Baby-1	1-2	2-3	3-4	4-5	Parents	Siblings	G-Parents	Caregivers	
8			𝍸			III				
									II	
9			𝍸 I							
10										
11					I					
					𝍸 II				I	
12										
1										
2										
3										
4										
5										
6										
7										
Totals										

VII. Finding and Keeping Your Audience

You may already think or know that you have pre-readers coming into your library. How? Your storytimes have increasingly younger-looking participants left alone or with brothers or sisters, or you have a ring of parents with children in their laps on the outskirts of the storytime area. Perhaps you have growing numbers of parents and younger children "playing" in the picture book area while other children are at storytimes, or you have calls from preschools or daycare groups saying that their children are a "wide range of ages." Maybe you have noticed that mothers of young children are meeting each other at the library or that teachers and caregivers are asking for learning, concept or board books in greater numbers.

If any or all of these things are giving you clues, you probably have many young children in your area. The trick, of course, is specifically identifying them, locating them, deciding how you will reach them,and chosing a plan of distribution, then, once you have them coming in, determining the best possible way to keep them happy while they are at the library as well as keeping them returning.

Identifying them & Locating them

This service population includes children from birth to five years, their family members including grandparents or aunts or uncles, preschool teachers, daycare caregivers and homecare caregivers.

In this process of finding them, however, it's important to remember that not all of this service group needs to be served by you. Instead, you may choose to serve toddlers ages 2 and 3 or just parents of small children, or parents and babies, or all community teachers of young children and caregivers.

Additional identifying factors include:

- socio-economic level
- cultural backgrounds;
- languages used in the home, at school and in the caregiver situations;
- living arrangements, alternative and traditional such as single parent, multi-adult environments, family sizes;
- average types of dwelling, transient or stable; apartments, homes, duplexes, temporary housing, or no housing.

Sources to consult include: city directories, census documents, any area statistics, any city planning information, church community directors, local city and county officials or child staff specialists, children's social service agencies, pediatricians, groups of daycare or caregiver staff, any licensing agents, health care facilities, the school system's records, real estate offices or representatives, apartment managers, any large businesses' personnel

departments, children's store managers or buyers, and any associations concerning children. Questions of these organizations, of course, must remain general and speak to how many? and where?

One additional general formula for determining "how many" is:

Each age level one to one hundred is usually one percent of the population. Therefore, if you have 35,000 people in your community an average number of two-year-olds might be 1 - 2 percent, or .01 times (.02) 35,000 or .01 x 35,000 = 350 to 700, average being 550. (This formula is generally adjusted to less than 1 percent over 20 years of age and may increase from 1 - 2 percent for birth through 3 years old.)

How will you reach them?

Your decisions on how best to reach your population will be determined largely by your location information,

Examples

Location	Method
– 65 percent in day care & homecare	-phone calls & letters or mailed brochures
– 40 percent in apartments	-posters or brochures in apartment and commercial laundry facilities
– low income	-posters in appropriate service agencies, clinics
– church centers for daycare or a religious community	-church bulletins
– all areas	-posters in doctors' offices, delivery room waiting areas, shopping mall kiosks, fast food restaurants, association newsletters
– individual homes, middle to high income	-public service announcements, newspaper ads, in-house advertising

Distribution

Methods of distribution, of course, vary greatly based on methods of publicity chosen. To name just a few:

- mailings paid for by the library
- mail-outs handled by other agencies; for example, a program brochure in a utility bill or bank statement mailout
- volunteers who distribute to designated places (generally match up volunteers to distribution points where they already go...their store, their church)

- brochures handed out to service population already coming in with requests to take it to two friends -
- regular releases to newspapers
- phone calls by volunteers to associations
- speaking engagements by staff or volunteers, when appropriate, to relevant community groups
- photographs with information captions sent to newspapers to show people what they missed and to tell them of similar programs
- placemats at local restaurants advertising the service
- receptions or kick-off parties for parents or caregivers
- any shopping guides

Keeping Them Happy At, and Returning To the Library

Although it's impossible to please "all of the people all of the time," it's quite possible to make your patrons happy at the library and returning to your activities. A list of techniques or elements of such a successful program might include:

- be consistent in your programming presentations -- people like to feel comfortable and know what to expect
- establish rapport with individual children as well as rapport with them as a group
- provide sign-up sheets for follow-up letters or phone calls or calls for special materials
- offer appointments or office hours for special attention for those who desire it
- enforce guidelines and discipline when necessary (in private if extensive discussion is needed) in order to create environment good for whole group
- use home activity sheets (examples in appendices) to make a formal learning atmosphere (if you feel one is desired)
- prepare special materials kits for people on the run due to work or transportation, as well as for caregivers with groups who do not have time to browse
- prepare materials displays for each event
- create sample lists of pre-reading materials by concepts, holidays, emotions, etc.
- use consistent terminology and any needed identifiers on all publicity.

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Additional information on finding and keeping your audience can be found in the bibliography under the section entitled Chapter VII "Finding and Keeping Your Audience."

VIII. Scheduling Your Program

Scheduling for any service at the library is important. To organize events, staff, patrons and the environment for the best possible combination means taking a number of things into account. These things which need to be accounted for in general and specifically for this service group include (in no order of importance):

General	Specific to Read-to Me's
– age	- What does each age need in terms of length of program; number of people at activity; attention span?
– hours open or available	- Are the hours open and available times for scheduling suited to the patrons; is it possible to schedule events when library is closed and staff is there?
– location of activities	- What is the best or most available space for events or visits: in the children's area; clubroom; outside; a combination? If one event is going on must all others stop? Does space let me schedule programs back to back?
– patron group characteristics	- What are the special needs of the group of children in or with families or in day care or home care situations? Are different activities needed for different groups such as one activity for families, another for homecare and another for daycare? Is the size of group going to dictate whether or not you preselect or display or make kits out of materials? Will visits out to daycare or homecare take special scheduling for travel?
– patron characteristics	- Do groups with diverse age levels need special scheduling for times of day or for length of activities? Do socio-economic or cultural characteristics affect the timing of events during the year; during the day; the length of activities; when activities begin and end? Are special adaptive needs children going to require activities of certain lengths?

– transportation	- Are traffic/transportation patterns important? How many cars can fit in the lot? Is visiting the library impossible based on traffic patterns? Does the target population drive? Can they walk to the library?
– patron timeclock	-What are patron time constraints? When do they nap, sleep at night, eat? When are they most alert? How do their parents or caregivers operate, eat, or schedule their day?
– community events	- What else is available for this person in the area? What times are they? Can this group reach two events in one day, yours and some else's? Are you replicating content in general, or at holiday time?
– community timeclock	- What is the schedule in the community for school sessions, holidays, caregiver sessions? What are work schedules? When are church events?
– location of patron	- Where will the child be in the daytime, with mother, father, older brothers or sisters? Will they be in commercial daycare or home care? Will they be with grandparents or day-care centers at the parents place of work? Where is the child in the evening? Are they still in daycare or at home with a single parent family or alternative caregiver? Where is the child on weekends? Are they still in daycare or is this their only time at home with their family? Are they attending other events or communting to another geographic location? Are they at church event?
– weather	- If raining or snowing, will the patrons come? Will they be hard to settle down? Unreachable? Should you reorganize your event to include a quiet time or a pick-me-up? Should you start a few minutes late or allow 10 - 15 minutes to take off rain or snow clothes? Should you change the theme of your event and talk about the weather?
– staff schedules	- What are the staff schedules? What are the best times for the program? Do you need to reassign staff or recruit volunteers? When can volunteers work? How much preparation and cleanup time

	is needed for the event? How much travel time will you need for a visit out? Are enough staff available when you need them? Can present staff devote themselves fully to program at hand?
– event environment	- Is there an in-house location available? Do they have to walk through the library to reach that location? How does that effect the noise level? Is there or can there be a clearly defined activity area for a quick entrance and exit, for registration, or for setup and cleanup? At locations outside the library, are you near any distractions, such as phones, aquariums or people walking in? Are you blocking staff pathways? Can you and your group concentrate? Is it impossible to set up a quality event?
– other events	- Do your reader programs conflict? Do other library programs or reference concerns conflict? Is the parking lot too small to hold cars for simultaneous events? Are events offered by adult services drawing adults away from your program and keeping them from working with their children in your program?

Answering these questions and addressing these concerns should give you good information about making the perfect match...the perfect activity at the perfect location in the library at just the right time for the patron, the children's library staff and the other library staff.

IX. Guidelines for Your Program

Telling people how to and how not to do something is an art. Given staffing patterns, responsibilities and numbers of staff in general, minimizing time spent explaining services is a necessity. It is important then, that any services and especially new ones include a number of guidelines, information brochures or directions on joining the club or using the service, participating in the club or service and any membership responsibilities necessary for the best possible use of the club or service.

Any written materials given out should include:

- clear, simple "rules" for participants;
- easy and appropriate language for adults;
- general information about library use as well as information about the particular club or service;
- consistent use of club or service themes in pictures, colors or wording; and,
- narrative with patron or participant success emphasized.

The following guidelines, are offered as samples of brochures and guides for this Read-to-Me Club or service. Any brochure and guidelines should be reviewed for their appropriateness to individual library situations and adapted to suite individual library needs.

Welcome to the Read-to-Me Club!

Program Guidelines

Theme: _____

We are pleased that you will coming to the library to share books, activities and music with us! Our goals are for you and the child or children that you bring, to have fun and share inactivities designed just for you. The library staff hope that you and your child will begin or continue to enjoy books and reading and learning activities.

Read-to-Me Club dates are from_____to_____

The library staff members and volunteers here to help you with Read-to-Me's and any other library needs are:

_____
_____
_____
_____

Library Hours, Directions, Library Address and Phone numbers are:

Who may join the club?

- Children from (months) to (four years) or any non-reading children can join our Read-to-Me Club.

- All children joining the club need someone to "join" with them who will be sharing materials with them, bringing them to the library, and attending any Read-to-Me events. Several adults such as parents, relatives or caregivers can join with a child. Caregivers with up to (five to 10) children may also join with their children.

° All children should be accompanied by adults at all times, but especially when entering materials into Reading Logs or attending activities or events.

° Adults or those joining with young children must be (14 years of age) or older.

How do you join the club?

° Visit the library with your child to sign up for a Read-to-Me Log (and to get your Read-to-Me Star, Rocketship or Busy Bee.)

° Pick up copies of all club information and (any home activity sheets.)

° Sign up for a library card (by bringing in .....). You can take up to (3, 4, etc) books, and records (and Read-to-Me Kits) home right away.

What do you do as a member of the club?

° Adult club members read books and share library materials with pre-reading club members.

° Club members have library staff members register all materials they share in Read-to-Me Logs. Up to (15 to 20) titles may be entered in on each Read-to-Me Log, but up to (5) logs may be used.

° Members may enter materials and may bring in materials from home for Read-to-Me Logs, just as long as all materials entered into logs are on the Read-to-Me members pre-reading and enjoyment level.

° Read-to-Me Club members should attend and participate in Club activity times and events as often as possible.

Thank you for joining our Read-to-Me Club! For the best possible pre-reading experience, please:

- note on all brochures for activities whether or not you need to pick up tickets for any programs;
- phone-in your registration for any activities that don't need tickets;
- pick up all other Club guidelines (such as activity guidelines;)
- visit the library for filling in Read-to-Me Logs and activities as often as possible.

Again, thank you for joining us!

(Library Staff Member Name)

READ-TO-ME ACTIVITY GUIDELINES

The library would like the activities designed for Read-to-Me Club Members to be the best possible pre-reading and learning activities. To make these activities special for children and their parents, caregivers and families, the following guidelines were developed:

Activities

- All activities are free at the library.
- Attendance at activities may be limited. Please check the club activity listings for this information.
- Participants should enter the activity times where the "enter" sign is posted.
- Additional patrons accompanying regular participants are encouraged to join in the program or to observe silently at the back of the activity area.
- Those wishing to take photographs should check with the library staff or activity leader before the program to find out the appropriate time to take pictures.
- Those arriving late should attend another activity, rather than entering after the leader has started.
- Patrons attending activity times do not need to have a library card.

Children/Audience

- Club participants who attend activity times should arrive 10-5 minutes early.
- Children may not be left unattended in the children's area or during activity times.
- Prepare your child or family members for the activity time by telling them what they may be doing at the library
- Be sure that you get your child's name tag from the name tag area before activity times. After the activity time, you may leave the tag with us for future visits.
- Sit as near to your child as you can, or even better sit with your child in your lap.
- Do your homework! Library staff may ask you to "wear red next time" or "bring something that buttons, zips, or snaps."
- Come often....even when there is no activity planned. We like to see our Read-to-Me's often!!!!
- Patrons are encouraged to spread their read-to-me activities over a long period of time, rather than sharing all materials for the club in one week or even in one sitting.

Materials

- There is no charge for checking out materials at the library.
- Books, and other Read-to-Me materials are not registered in read-to-me logs 30 minutes prior to activity time unless additional staff or volunteers are present to assist parents or caregivers.
- Patrons need to bring their library cards to the library to check out materials.
- Parents or caregivers are asked not to register books or other materials in logs. A special part of the Read-to-Me program includes the library staff members working with the children when the materials are logged in.
- Everyone is encouraged to check out the materials on display.
- Everyone is encouraged to pick up the lists of materials recommended for Read-to-Me's.
- Parents, caregivers, and family members are encouraged to ask library staff to recommend materials especially for their child.
- Materials must be entered in the log by the child and the reader in person, no phone registrations are allowed.
- Be sure to get your home activity sheets following each activity time or when you come in to register.

VISIT.....VISIT.....VISIT.....the library.....We're here for you.....

Take these few simple steps to register your read-to-me for the Read-to-Me Club.

1. Visit the library with your child at your convenience...the best times for us to serve you include those times when children's library staff are there to help you and at least 30 minutes prior to any scheduled activity times.

2. Bring your library card or, if you don't have one, a picture ID so you can register for one.

3. Visit the children's area or the area marked "Read-to-Me Club."

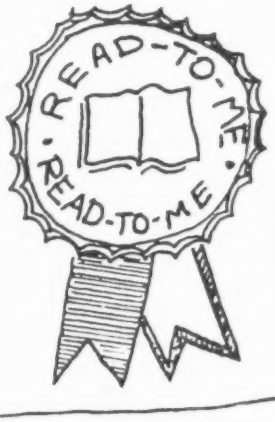
4. Get copies of the Program Guidelines, Activity Guidelines, Read-to-Me Log, Read-to-Me Agreement, and any lists of activities scheduled.

5. Read the Guidelines, sign the Read-to-Me Agreement, sign your Read-to-Me log, and leave the log with the library staff. We'll file it for you!

6. Come visit us often, and we'll talk with you and your child about the books you've read.

Hint: Since only _____ books total are registered, you may want your child to pick out his or her two favorites to register at each visit.

I, ~~Billy Sloan~~ agree to have 20 books read to me at home and at home care from June to August, 1989. I would like my mother, my father, my Aunt Joan, my sister Eunice and Mrs Calm at home day care with Betty and Jim to share books with me!



BIBLIOGRAPHY

The materials listed in the bibliography are annotated and arranged alphabetically by chapter. Two additional sections include: recommended resouces such as books and toys; and other materials used for researching and writing the handbook.

Throughout the bibliography asterisks (*) have been placed by those materials most recommended for use in preparation of programs.

I. What is a Read-to-Me Program?

Although this is a chapter that primarily describes personal experiences with programming for young children, there is some background information on similar programs available in the literature. These materials are more appropriate for and are listed under the Chapter IV title "Programming for Read-to-Me's with Parents, Family Members and (or) Caregivers: Focus on the Child".

II. Why a Read-to-Me Program in a Reading Environment?

The following articles and monographs give good outlines, backgrounds and samples of programs, but also discuss these types of programs in a reading environment or in environments that have typically not included this type of program. Although these materials were useful for the entire handbook, they are particularly good for placing these programs in the context of the library with good explanations and rationales for the provision of the service.

Campagna, Jane. "Toddler/Parent Story Times." Illinois Libraries 67 (January 1985): 64-68.

A helpful description of story times for parents and toddlers that includes several sample programs with rhymes and books; a good bibliography of professional readings with bibliographies for materials for the very young; and lists of recommended stories. Good suggestions.

Cianciolo, Patricia J. "Developing the Beginning Reading Process with Picture Books." Journal of Youth Services in Libraries 1 (Fall 1987): 47-56.

An indepth look at the elements of picture books and early reading. Bibliography of materials mentioned. Interesting reading and learning about the elements of picture books and how to match those elements with children

Elbert, Carol. "Toddler/Parent Story Time: Positive Beginnings." Illinois Libraries 67 (January 1985): 69-70

A brief outline of a sample program with a story time outline and a bibliography of picture books.

Feinberg, Sandra. "The Parent/Child Workshop: A Unique Library Program for Parents and Babies." Public Libraries 24 (Winter 1985): 143-145.

A good summary and outline of several parent and child programs. Interesting variety of successful programs.

Greene, Ellin and George Shannon. Storytellling: A Selected Annotated Bibliography. New York: Garland Publishing, Inc. 1986.

An annotated bibliography of articles and books on preschool storytelling. Nine citations included.

Harrington, Janice N. "The Risks of Storytelling." Illinois Libraries 67 (January 1985): 57-60.

Diverse information on storytelling including the many types of storytelling programs, the variety of audiences, the value of storytelling as programming and the evaluation of storytelling. Excellent background information on this type of programming.

Heitman, Lynn. "Toddlers like Story Time, Too." Illinois Libraries 67 (January 1985): 71-72.

An outline and brief summary of a successful toddler storytime with a bibliography of recommended toddler-level picture books. A good sample of how one library does it.

*Johnson, Ferne, ed. Start Early for an Early Start. Chicago: American Library Association, 1976.

A classic book on working with the very young child. Recommended reading and purchase by the serious programmer for the youngest age levels. Excellent background as well as "how to."

Potter, Jo K. "Two Times Two." Illinois Libraries 67 (January 1985): 60-63.

A diary of storytimes designed and given just for two year olds. Good dialogue approach to outlining sample programs.

Rogers, Pat, and Barbara Herrin. "Parent-Child Learning Centers: An Alternative Approach to Library Programming for Preschoolers." Top of the News (Summer 1986): 343-355

An explanation of alternative programming to storytimes for young children. Interesting comparisons of the traditional to the new.

Silveus, Mari. "How to Turn a Story Hour Into a Family Outing." in Kids and Libraries, edited by Ken Haycock and Carol-Ann Haycock, Vancouver, British Columbia: Dyad Services, 1984, pps. 132-133.

A short outline of a successful bedtime storytime for the young child that stresses and explains parent involvement.

*Smardo, Frances A. "Public Library Services for Young Children in Day Care and Their Caregivers." Public Library Quarterly 7 (1/2) (Spring/Summer 1986): 45-56.

An indepth look at what public libraries do for their day care patrons. Excellent background information and professional bibliography.

III. Program Goals with Sample Objectives and Activities

New York Library Association. Standards. New York: New York Library Association, 1984.

Sample goals and objectives are included within these standards as well as overall goals for library services, programs, staff, materials and management. An excellent set of standards for use by any library.

IV. Programming for Read-to-Me's with Parents, Family Members and (or) Caregivers: Focus on the Child

The materials in this section include: detailed information on young children under the age of five; ideas for programs for this age group; descriptions of sample successful programs; outlines of possible programs with detailed directions; and ideas for alternative programs.

Ames, Louise Bates and Frances Lillian Ilg. Your Four-Year-Old: Wild and Wonderful. New York: Delacorte Press, 1976.

An indepth look at the characteristics of the four-year-old child and techniques for working with them. A bibliography of toys, picture books and books for parents is included. Good reading to gain knowledge of the child.

Ames, Louise Bates and Frances Lillian Ilg. Your Three-Year-Old: Friend or Enemy. New York: Delacorte Press, 1976.

An indepth look at the three-year-old child as well as an extensive look at this childs' interaction with other children. An excellent look at this child in a group, bibliographies of books and toys and professional reading literature.

Ames, Louise Bates and Frances Lillian Ilg. Your Two-Year-Old: Terrible or Tender. New York: Delacorte Press, 1976.

Like the other Ames books, this book outlines the characteristics of the child, his interaction with other children, techniques for successful interaction with an adult and bibliographies. Excellent background for those who have never worked in a formal setting with this young a child.

*Carlson, Ann D. Early Childhood Literature Sharing Programs in Libraries. Conn: Library Professional Publications, The Shoe String Press, Inc., 1985.

A complete look at libraries and their programs for young children. Readable and entertaining as both background information on the child, successful programs going on, and program planning. A highly recommended source.

Eionon, Dorothy. Play with a Purpose: Learning Games for Children Six Weeks to Ten Years. New York: Pantheon Books, 1985

Month-by-month age coverage of children in a carefully outlined but highly detailed discussion of "children at play." An excellent source for information about play and children, but also good bibliographies of toys as well as a detailed index for all of the games (great for programming ideas) listed throughout the book.

Gilroy, Dorothy A. " Toy Libraries: A Concept Whose Time Has Come." Texas Library Journal 63 (Spring 1987): 20-23.

A discussion of an extremely successful toy library with information on how to start one. A good description as well as a list of a "Toy Library Core Collection."

*Jones, Molly Mason. Guiding Your Child from Two to Five. New York: Harcourt, Brace & World, 1967.

Detailed, but readable descriptions of children as they grow from month to month. Capabilities, likes and dislikes, and things to do with them at each age are outlined An excellent overview of these ages of children. Recommended reading for those who have little knowledge of or those who want to increase their knowledge of the development of the child.

Ponish, Karen. "'Babywise' and Toys Develop Literacy Skills." American Libraries 18 (September 1987): 709-710.

A toy collection and service for a community is described in light of its role in the development of literacy for patrons in the community. An excellent description of a successful and well-intended service. Recommended reading.

*Rubin, Richard R. Your Toddler: Ages One and Two. New York: Macmillan, 1980.

An extensive, pictorial look at one and two year old children, with larger print, easy-to-read text covering growth, development, and play. Excellent, recommended reading for those both unfamiliar and familiar with this age level.

Segal, Marilyn. Your Child at Play: Birth to One Year. New York: Newmarket Press, 1985.

Interesting indepth reading on the very youngest child. Larger print and black and white pictures describe and illustrate growth and learning games for this age. Two good bibliographies are included with books for parents and picture books for babies.

Segal, Marilyn, and Don Adcock. Your Child at Play: Three to Five Years. New York: Newmarket Press, 1986.

An indepth look at the play of the young child. Recommended reading includes sections on "creative play," "playing with friends," and "conversational play."

*Taylor, Barbara J. When I Do, I Learn. Utah: Brigham Young University Press, 1974.

A step-by-step planning guide to activities that work with young children. Excellent outlines of programs that include topics like "the child," "other people," and the world around them. Outlines are accompanied by relevant picture book lists and music. Recommended for program planning.

*Wilmes, Liz and Dick Wilmes. Everyday Circle Times. Illinois: Building Blocks, 1983.

Almost fifty different games to be used in programming. Detailed outlines of games are accompanied by rhymes, titles of picture books and music. An excellent idea book.

V. Programming: Focus on the Family

The books and articles in this section include materials used on literacy and the family, as well as those focussed on families from different ethnic, cultural, or minority backgrounds.

Chall, Jeanne S.; Elizabeth Heron and Ann Hilferty. "Adult Literacy: New and Enduring Problems." Phi Delta Kappan 69 (November 1987): 190-196.

Extensive background information on America's literacy problem. Excellent reading for planning for content and scheduling of low-level literacy family programs.

Davidson, Judith. "Adolescent Illiteracy: What Libraries Can Do to Solve the Problem-A Report on the Research of the Project on Adolescent Literacy." Journal of Youth Services in Libraries 1 (Winter 1988): 215-218.

Basic information on literacy among adolescents or teenagers along with project and programming suggestions. Good reading to cover that individual also included in the family literacy problem, the older brother or sister.

*Draves, William A. How to Teach Adults. Kansas: The Learning Resource Network, 1984.

A step-by-step description of the method of working with and teaching adults. An excellent guide for anyone working with adults on an individual basis as well as a must for anyone thinking of programming that includes instructing adults with or without children.

Fingeret, Arlene. Adult Literacy Education: Current and Future Directions. Ohio: ERIC,1984.

An indepth look at the variety of adult literacy education programs going on in the country. Various progams are categorized and explained. An excellent bibliography included contains articles and books that concern individual projects as well as basic and indepth information on adult education and literacy in general.

Fischer, Denise R. "Libraries and Literacy: A Partnership Whose Time is Now." Texas Libraries 49 (Spring 1988): 6-11.

Discussion on the literacy problem, a description of one library's program, a list of consultants for literacy issues, programs and problems and a bibliography of materials. Good, current information on literacy in general and the issue and possible solutions for Texas.

*Gordon, Ira J. Baby Learning Through Baby Play: a Parent's Guide for the First Two Years. New York: St. Martin's Press, 1970.

Large print, predominently minority family illustrations and simply written text create a book to be used with families with babies and young children. An outstanding beginning book to be used with and checked out to families who may have low reading levels.

Heiser, Jane-Carol. Literacy Resources: An Annotated Check List for Tutors and Librarians. Baltimore, Maryland: Enoch Pratt Free Library, 1983.

An indepth list of materials that most public libraries will want to: know about, have some of, and be familiar with for programs in the community. An excellent source.

*Illinois Libraries. 69 (June 1987): entire issue.

Issue is devoted to libraries and literacy and includes articles such as "Library Literacy Planning Guide." Excellent checklists, publicity techniques, reading lists and collection development lists are included in this "must read" literacy issue.

Irving, Jan. "From Sheep to Shirt: Intergenerational approaches to Library Programs." Illinois Libraries 67 (January 1986): 82-85.

A description of an intergenerational program as well as information supporting the importance of this type of programming. Interesting reading that supports family programming.

*Larrick, Nancy. "Illiteracy Starts Too Soon." Phi Delta Kappan 69 (November 1987): 184-189.

Indepth background information on America's illiterate children with critique on materials currently available for children. Excellent reading for anyone who works with or buys materials for children in school or public libraries.

Library Trends 35 (Fall 1986): entire issue.

Three-hundred and forty-five pages of information on all aspects of literacy and adult education in libraries. Readers should note "Literacy Projects in Libraries," and "The Library-Learner Dynamic in a Changing World." Indepth information for the serious student.

*Locke, Jill L. "Pittsburg's Beginning with Books Project." School Library Journal 34 (February 1988): 22-24.

Pittsburg's committment to low-income families and reading is described and illustrated with descriptions of environments and interactions and evaluation statements of the families. An excellent description of a service to families that a public library could easily replicate in a number of similar environments.

Malus, Susan. "The Logical Place to Attain Literacy." Library Journal. 112 (July 1987): 38-40.

A description of Brooklyn's literacy problem and the public library's committment and involvement. An interesting description of programs set up to combat the problem.

*Saracho, Olivia N. and Bernard Spodek, eds. Understanding the Multicultural Experience in Early Childhood Education. Washington, D.C.: NAEYC, 1983.

An interesting look at most ethic and racial juvenile patrons in libraries today. A "must read" for anyone working with children in a reading or even non-reading environment.

Sparling, Joseph and Isabelle Lewis. Learning Games for Threes and Fours. New York: Walker and Company, 1984.

Two-hundred games to use with three and four year olds, arranged by the age of the child in months, simply written, easy directions with some black and white picture illustrations. Some games apply directly to games that one could use in programming for this age level while others are excellent for recommending for parents teachers for home or other environments.

Stapleton, Carolyn. and Sharon N. Eaton. "New Language Center in Town." Library Journal 112 (July 1987): 35-37.

A discussion of the trend in public libraries of the "foreign language learning center." An interesting look at the wide-spread practice of buying and use of ESL materials.

Weibel, Marguerite Crowley. The Library Literacy Connection: Using Library Resources with Adult Basic Education Students. Columbus, Ohio: Ohio Department of Education, 1984.

A basic approach to looking at and using library resources with the growing population of patrons the ABE or new reader adult patron. Good bibliographies of materials that one should read and have in the library collection.

VI. Planning

The following materials were used because they either covered planning for an important aspect of the service or because they are good examples or outlines of plans for juvenile services.

Association for Library Service to Children. American Library Association. Programming for Very Young Children. Chicago: American Library Association, 1980 (or latest edition)

Although good for a number of aspects concerning programming for the very young, this source should be consulted as a planning check list for all aspects of the service. A good basic look at all of the elements in a summary form with a good beginnning bibliography of resources of materials for this age level, programming ideas and professional reading.

Children's Services Round Table. Missouri Library Association. You Two! : Two-Year-Olds and the Library. Columbia, Missouri: Missouri Library Association, n.d.

A beginning guide to working with two-year-olds, with a check list of "to do's", a sample programming schedule, an outline of a sample program and a list of materials recommended for use with this age level. Good outline reading.

Connor, Jane Gardner. Children's Services Handbook. Columbia, South Carolina: South Carolina State Library, 1985.

An extensive handbook for all ages of children's services with a preschool section. A good sample manual to use as an outline for creating a children's services manual in any public library.

Gault, Robin. "Planning for Children's Services in Public Libraries." Public Libraries 25 (Summer 1986): 60-62.

A planning checklist for investigating the instigation of this new service. Should also be considered for the chapter in this handbook entitled "Finding and Keeping Your Audience." Good outline.

McHenry, Cheryl A. "Library Volunteers: Recruiting, Motivating, Keeping Them." School Library Journal 35 (May 1988): 44-47.

The entire aspect of volunteers for children's services specifically with a good section on motivating and evaluating them. Recommended reading for anyone using volunteers in any aspect of children's services. Also recommended as reading for those who use volunteer children's entertainers.

VII. Finding and Keeping Your Audience

Recommended for "finding your audience" is the Gault article listed above and ALA publications such as A Planning Process for Public Libraries and Output Measures for Public Libraries. An additional article for locating and increasing existing numbers is Christine Lynch and Persis Rockwood's "Marketing Strategy for Children's Services" in Public Library Quarterly 7 (Fall/Winter 1986) on pages 27-39. In Lynch's article, strategies as well as successful marketing plans are discussed.

Recommended for "keeping your audience" is the information in this handbook in chapter five "Programming: Focus on the Family." This section addresses courtesies recommended for keeping the adult involved in the service or programming involved and coming back. An additional source recommended is a source that allows the library staff to "judge their success" by not only noting adult response, but also "reading" the juvenile or young child's response to the program and the visit to the library. This source is Susanne Szasz's The Unspoken Language of Children New York: Norton, 1980. Through a multitude of pictures, this source allows the program leader to discern reaction and possible success.

Additional sources for keeping your audience through successful publicity are noted in the beginning of the chapter itself and include looking in the A Librarians Planning Handbook for the Texas Reading Club and at the sources that the manual recommends in the publicity section.

VIII. Scheduling Your Program

Materials can be found in the standard sources such as Children's Catalog, and Elementary School Library Collection. Additional sources include the classics such as Sutherland's, Children and Books by Scott, Foresman, any edition, and Huck's Children's Literature in the Elementary School from Holt, Rinehart and Winston, any edition. Additional recommended resources that include or focus on materials just for children under five are:

Apseloff, Marilyn. "Books for Babies: Learning Toys or Pre-Literature?" CHLA Quarterly 12 (Summer 1987): 63-66.

Some titles with information on the importance of and ways to choose materials for babies.

Aston, Athina. Toys that Teach Your Child from Birth to Two. Charlotte, N.C. : East Woods Press, 1984.

A highly descriptive guide that categorizes toys by their concepts or use by the child and by the age of the child.

Dondiego, Barbara L. Year-Round Crafts for Kids. Blue Ridge Summit, Pennsylvania: TAB Books, Inc., 1987.

Simple, well illustrated lists of crafts and activities to use with the very young. Lists of supplies needed and items for recipes makes this a good buying list. Recommended for those who may not necessarily want to do crafts WITH young children, but for young children or parents of young children.

The First Word: A Catalog of Quality Books for Young Children. Austin, Texas: First Word 801 E. Riverside Dr., n.d.

An annotated catalog of books to buy for the young child.

*Mahoney, Ellen and Leah Wilcox. Ready, Set, Read: Best Books to Prepare Preschoolers. Metuchen, N.J.: The Scarecrow Press, Inc., 1985.

A comprehensive age by age buying guide for use by any library buying and using books with children. Additional excellent information on what kinds of books to read for young children. Recommended.

*Preschool Services and Parent Education Committee. Association for Library Service to Children. American Library Association. Opening Doors for Preschool Children and Their Parents, 2nd ed. Chicago: American Library Association, 1981 or latest edition.

Annotated guide to books and nonprint materials for the very young and their parent. Excellent.

Sinker, Mary. Toys for Growing: A Guide to Toys That Develop Skills. Chicago: Year Book Medical Publishers, 1986.

A toy-by-toy annotated, extensive and illustrated guide to toys. Recommended.

Commerical toy catalogs include: PlayFair Toys, PlayFair Inc. 1690 28th Street, Boulder, CO. 80301; Toys to Grow On, P.O. Box 17, Long Beach, CA 90801; Troll Learn and Play, 100 Corporate Drive, Mahwah, N.J. 07430; Childcraft, 20 Kilmer Road, Edison, N.J. 08818.

A good music catalog especially for this age level is: LongPlay (toll free for a catalog is 1-800-328-0269.)

Puppets of realistic farm animals and pets can be found with identifying tags of material content from Puppet Critters C-J Enterprise P.O. Box 348 Guy, Texas 77444.

Other sources consulted in researching and writing this handbook include:

Shafer, Marcia. Summer 1988 Staff Manual: Ann Arbor Public Library. Ann Arbor, Michigan: Ann Arbor Public Library, 1988.

Shafer, Marcia. Read-to-Me (summer progams draft). Ann Arbor, Michigan: Ann Arbor Public Library, 1988.

BLANK FORMS

EVENT OUTLINE

Location: _____

Name of Event: _____

In Charge: _____

Date: _____

Time: _____

Leader(s): • _____ Age(s): • _____

• _____ • _____

Event description: _____

Materials displayed? _____

Materials lists done? ____ displayed? ____

Equipment Needed _____

Sequence: | Time: | Initials

Activity Pix:

Publicity:

General: | Dates | What worked with adults?

Specific: _____

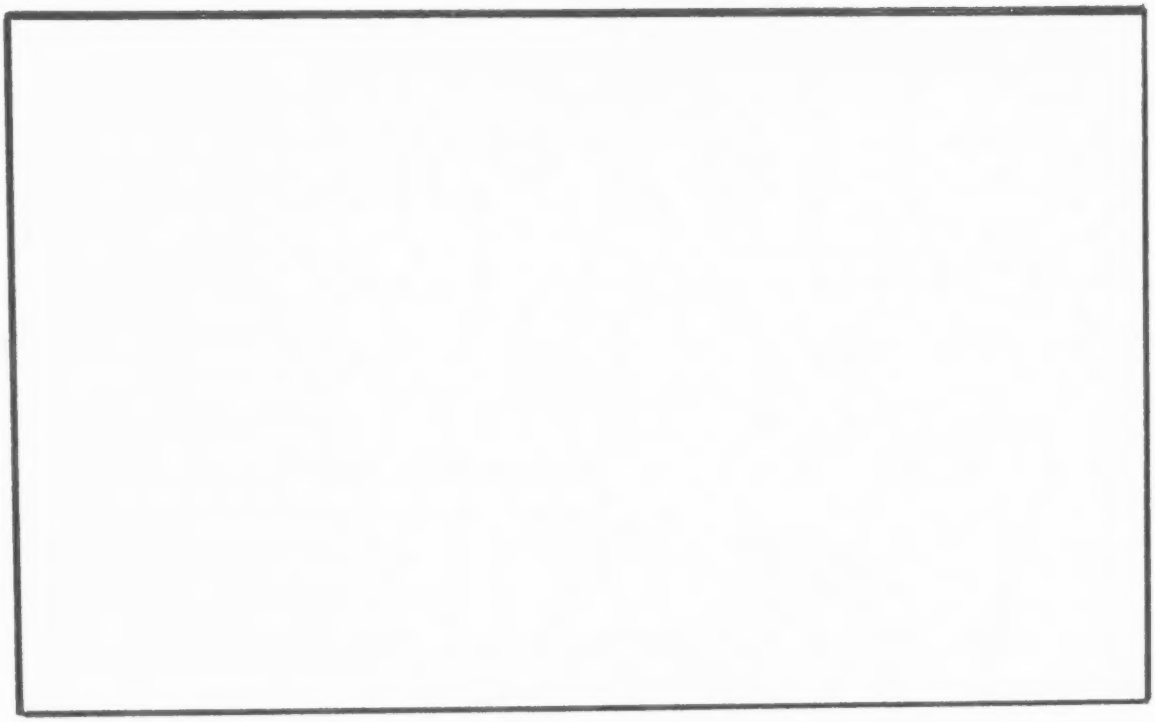
Other: _____

Learning? _____

Theme? _____

Attendance:

AREA ARRANGEMENT



Any Special Space Needs:

Daily/Monthly Record Keeping

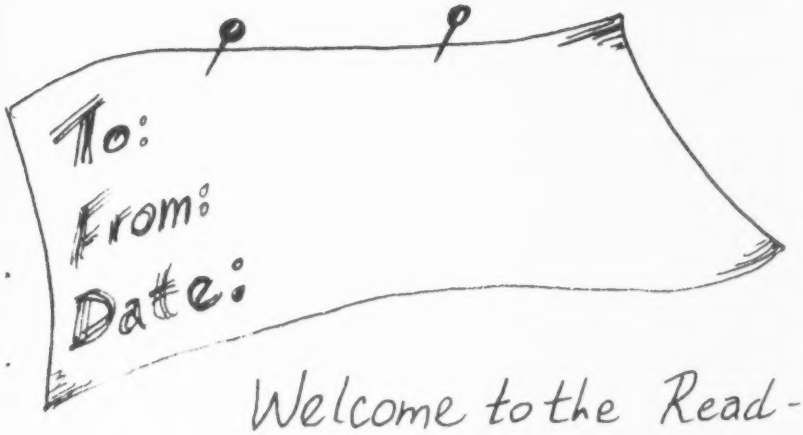
Day: _____

Month/Date: _____

_____ Area: _____

P = phone in
III = reference questions
† = in-depth question

Hours	Patrons									
	Children					Adults				Totals
	Baby-1	1-2	2-3	3-4	4-5	Parents	Siblings	G-Parents	Caregivers	
8										
9										
10										
11										
12										
1										
2										
3										
4										
5										
6										
7										
Totals										



Welcome to the Read-to-Me Club!

Program Guidelines

Theme: _____

Read-to-Me Registration

Take me Home!

Put me on the refrigerator!

Age level: _____

Music:

Books:

Before Next time:

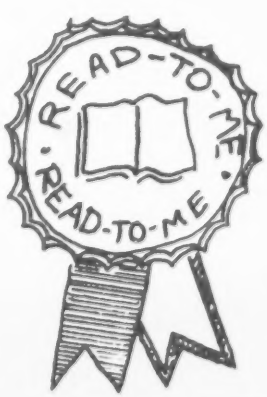
Activities:

I, _____ agree to have _____ books read to me _____ from _____ to _____. I would like _____

_____

_____

_____ to share books with me!



EVENT / SERVICE / PROGRAM: _____

OVERALL DATES: _____

STAFF RESPONSIBLE FOR PROJECT: _____

TIMING	PLANNING			In-Progress			Special Concerns and Comments
YEAR / MONTH / WEEK	To Do	Who	Needs	To Do	Who	Needs	

MONTH _____ DAYS _____

What?	Who?	Needs?

8	8	8	8	8	8	8
12	12	12	12	12	12	12
5	5	5	5	5	5	5